

**WASHINGTON STATE  
Workforce Training and  
Education Coordinating Board**

---

**BOARD MEETING AGENDA**

State Investment Board Room  
2100 Evergreen Park Drive SW, Olympia 98504  
*May 12, 2005*

*Approximate Time*

*Tab*

8:30 a.m.	<b>Welcome/Introductions</b> David Harrison, Board Chair <ul style="list-style-type: none"><li>Minutes of March 31, 2005 (<b>Action Item</b>)</li></ul>	
8:45 a.m.	<b>Chair's Report</b> David Harrison, Chair	
	<b>Director's Report</b> Ellen O'Brien Saunders, Executive Director	1
9:30 a.m.	<b>Industry Cluster Workforce Strategy 2005-2006 (Action Item)</b> Pam Lund	2
10:15 a.m.	Break	
10:30 a.m.	<b>Governor's 10 Percent Funds for 2005-2006 (Action Item)</b> Bryan Wilson Janet Bloom, Employment Security Department	3
11:15 a.m.	<b>America's Career Resource Network Plan 2005-2006 (Action Item)</b> Walt Wong Terri Colbert	4
12:00 p.m.	Lunch	
12:45 p.m.	<b>Workforce Investment Act, Title I-B Two Year Plan (Action Item)</b> Martin McCallum Kathy DiJulio	5
1:30 p.m.	<b>Proposal Perkins Budget for 2005-2006</b> Walt Wong	6
2:00 p.m.	<b>Agency Operating Budget for 2005-2006</b> Walt Wong	7
2:30 p.m.	Adjourn	

## Goals for the Workforce Training and Education System

- To close the gap between the needs of employers for skilled workers and the supply of Washington residents prepared to meet that need.
- To enable workers to make smooth transitions so that they, and their employers, may fully benefit from the new, changing economy, by putting in place a coherent strategy for dislocated and incumbent worker training.
- To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low-wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific process will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.
- To make the vision of WorkSource a reality so that workforce development programs are customer friendly, broadly accessible, and fully committed to Continuous Quality Improvement.

### Key Dates

<p>Thursday, March 31, 2005 – Meeting State Investment Board, Olympia</p> <p>Thursday, May 12, 2005 – Meeting State Investment Board, Olympia</p> <p>Wednesday, July 6, 2005 – Dinner Thursday, July 7, 2005 – Meeting WorkSource, Everett</p> <p>Wednesday, July 27, 2005 through Thursday, July 28, 2005 – Retreat Icicle Inn, Leavenworth</p>	<p>Wednesday, September 21, 2005 – Dinner Thursday, September 22, 2005 – Meeting TBA, Yakima</p> <p>Monday, October 24, 2005 through Wednesday, October 26, 2005 Workforce Strategies Conference Ridpath Hotel, Spokane</p> <p>Wednesday, November 16, 2005 – Dinner Thursday, November 17, 2005 – Meeting TBA, Vancouver</p>
--	---

If you are a person of disability and require an accommodation for attendance, please call the Workforce Board at (360) 753-5677 as soon as possible to allow us sufficient time to make arrangements.

Tab 1

Workforce Training and Education Coordinating Board  
Minutes  
March 31, 2005

Meeting called to order 8:31 A.M.

David Harrison, Chair

Deb Marley for Robin Arnold-Williams, Department of Social and Health Services (DSHS)

Randy Loomans for Rick Bender, Washington State Labor Council AFL-CIO

Earl Hale, State Board for Community and Technical College (SBCTC)

Jim Crabbe for Earl Hale, SBCTC

Karen Lee, Employment Security Department (ESD)

Mike Hudson for Don Brunell, Association of Washington Business (AWB)

Kyra Kester for Terry Bergeson, Superintendent of Public Instruction (OSPI)

Beth Thew, Spokane Regional Labor Council AFL-CIO

### **Welcome and Introductions**

Mr. Harrison welcomed Ms. Karen Lee, newly appointed Commissioner, and Mr. Paul Trause, Deputy Commissioner, Employment Security Department. He then asked the Board and audience to introduce themselves. He encouraged audience participation. Ms. Ellen O'Brien Saunders introduced Ms. Karla Brauer, the new Executive Assistant to the Workforce Board.

### **Chair's Report**

Mr. Harrison commented on his recent trip to Washington D.C. for the annual conference of the National Association of Workforce Boards and the meeting of the National Association of State Workforce Board Chairs. He also attended a reception for Senator Patty Murray hosted by Washington Workforce Association (WWA). Senator Murray applauded Ms. O'Brien Saunders, Mr. Harrison, and the work of the Board. Mr. Harrison spoke with Governor Gregoire about our goals for the future. He urged the funding of skill panels. He also described the Franklin Pierce model and inquired about additional funds for the project. The Governor noted that she is a personal proponent of the project but funds are limited.

Mr. Harrison discussed the Workforce Investment Act (WIA) reauthorization and noted the possibility of block grant funding. He also stated that the Board needs to wait and see.

Mr. Wes Pruitt updated the Board on major workforce-related legislation and a comparison of the budgets of Governors Locke and Gregoire with the Senate's. Several bills are moving through the legislative process. Ms. O'Brien Saunders commented on her disappointment on only 100 high-demand FTE's in Governor Gregoire's budget. Ms. Beth Thew worried about unfair distribution throughout the state. Ms. Deb Marley stated that WorkFirst is already involved in continual integration. Mr. Jim Crabbe noted that we need maximum flexibility until we see the House budget and see where we stand. Mr. Harrison recognized the tremendous efforts put forward by Mr. Pruitt and Ms. Pam Lund advocating for the Board's budget recommendations.



## **Motion 05-102-01**

### **Minutes of January 31, 2005**

Ms. Kyra Kester moved that the minutes of January 31, 2005, be approved as presented. Mr. Mike Hudson seconded. The minutes passed.

### **Executive Director's Report**

Ms. O'Brien Saunders presented a side-by-side comparison of WIA reauthorization bills and proposals. The continued ability to grandfather in the Board's membership structure is very important in Washington, but not in other states. We need to make it clear how important it is. Ms. O'Brien Saunders is confident WIA and Perkins will be reauthorized this year. Ms. Marley also agreed that Temporary Assistance for Needy Families (TANF) will be reauthorized. Ms. O'Brien Saunders covered the Bush Administration budget proposals. She also updated the Board on the Integrated Performance Information Project (IPI). Mr. Bryan Wilson commented how positive the Office of Management and Budget are about the IPI project.

#### *High Skills, High Wages: Goal 4*

### **Amendment to Guidelines for Workforce Development Councils' Strategic and Operational Plan and Process for Plan Approval**

Ms. Lund presented the Board with a process to approve the Strategic and Operational Plans for the Workforce Development Councils (WDCs). Ms. Marley initially suggested that the Board postpone a vote until Secretary Robin Arnold-Williams could be updated on the proposal regarding TANF. Mr. Martin McCallum explained that Workfirst is already a required partner in WorkSource and the impact of the proposed language would merely require the WDCs to explain how they plan to increase integration of WorkSource and Workfirst services from the current level of integration in the area. Exactly what that entails, what it looks like, is left to local discretion. Mr. Harrison asked whether there was a WWA position on this. Mr. John Loyle stated that he had not discussed it with everyone but he knows that there is much support. Mr. Paul Trause asked what will change if this proposal were to pass. Mr. Loyle noted it forces discussion.

## **Motion 05-102-02**

Ms. Randy Loomans moved that the Guidelines for Workforce Development Councils' Strategic and Operational Plan and Process be approved. Ms. Beth Thew seconded. Both motions passed as presented.

### **Business Computer Technology Institute Update**

Ms. O'Brien Saunders introduced Ms. Peggy Rudolph. Ms. Rudolph updated the Board on the Business Computer Technology Institute (BCTI) closure. A request was sent to owners and their attorneys for student records. The agency has received student lists and tuition information for all five Washington schools. The school posted notices on doors, directing students to contact us. Staff has been busy working with students on tuition recovery and transcript assistance. Other schools are offering assistance to students to enroll into their programs to complete their training. Mr. Harrison thanked Ms. Rudolph on her hard work. Ms. Thew asked how BCTI credits will

transfer to other schools. Ms. Rudolph noted that staff is helping the individual students who want to transfer. Ms. O'Brien Saunders noted that media coverage has been broad and several public disclosure requests have been made to the agency.

*High Skills, High Wages: Goal 4*  
**Section 503 Grant**

Mr. Wilson presented to the Board the WIA Section 503 Incentive Grant. There are four policy questions on issues for the Board to decide: how to focus the funds; the local application process; which local areas are eligible; and how much each area would get. If we receive an award, the Board will be asked in May to respond to the four questions. Mr. Hudson felt the process worked very well last time and would not make any major changes. Mr. Harrison asked about ways the review process can be improved. Ms. Kyra Kester stated that there were a few hang ups on several levels. She wondered whether school districts that did not meet the performance targets should benefit from the funds. Mr. Wilson stated if we try to link the money to every district or college that met the target, the pots of money get very small. Ms. O'Brien Saunders asked if there were questions on how the money is to be focused. Ms. Kester would like to see how well the local areas did with the money from 2003, did it work? Mr. Loyle commented on the challenges but did not want to keep funds from helping students because their districts didn't perform. Ms. Kathy Cooper interjected the need for Adult Basic Education (ABE) to be included. Mr. Crabbe felt that Adult Literacy was under-represented in 2003. Ms. Lund added that the weakest areas were the connection with K-12 and Adult and Family Literacy. Ms. Loomans asked if we can give the areas an option beyond the focus decided by the Board. Mr. Harrison noted that we did provide that option last time. He also added his desire for the Board to use the funds to continue to develop the sectoral or cluster approach. Mr. Hudson felt that the proposals would be much more complete than in 2003. Mr. Harrison advocated for continued discussion before the May meeting.

**Eligible Training Provider Policy**

Mr. Wilson introduced Ms. Karen Pyle. He noted that Ms. Pyle and Ms. Barbara Mix were responsible for maintaining the list. Ms. Pyle briefed the Board on the annual Eligible Training Provider Policy. She highlighted the changes to the current policy. Ms. Thew asked if there are new apprenticeship programs. Ms. Loomans questioned how the program is measured. Mr. Wilson explained how the measurement is taken. Mr. Wilson added that conversations have taken place with the apprenticeship community to see if they would support changes to the completion measure, but they prefer it the way it is.

**Motion 105-102-03**

Ms. Beth Thew moved to accept the Eligible Provider Training List policy as stated. Mr. Jim Crabbe seconded. The motion passed.

Mr. Harrison recognized several new guests who arrived at the meeting, Ms. Deb Merle, Ms. Rosemary Gallagher, Ms. Madeleine Thompson, Ms. Kathleen Lopp, and Ms. Janet Bloom.

## **Policy on Use of Governor's 10 percent Funds**

Mr. Wilson addressed the use of Governor's 10 percent funds. The state is to receive \$84.12 million. A letter was received from Steve Frazier, WWA, expressing the WDC Directors' requests. Ms. Bloom added that the directors would like a block grant and then they would decide how the money would be used. Mr. Wilson walked the Board through the activities and minimum amounts suggested. If Governor Gregoire is comfortable with the minimum amounts, about \$1.15 million remains to accommodate emerging needs. Ms. Deb Merle alerted the Board that early discussions are taking place with the Governor. Governor Gregoire has clearly identified two areas of focus: Economic Development and Dropout Prevention. Continued discussion will take place before the May meeting. The Board discussed whether there is a way to meet the WDC directors' request for greater flexibility and still ensure that funds meet the Governor's priorities. Mr. Wilson indicated that ESD, the Workforce Board, and the Governor's staff will have continued discussions on this topic.

Mr. Earl Hale updated the Board on SBCTC's bills that have passed that were endorsed by the Board.

## **State Plan for Adult and Family Literacy**

Mr. Martin McCallum introduced Ms. Kathy Copper from SBCTC. They updated the Board on the State Five-Year Plan for Adult and Family Literacy. There are three strategies in *High Skills, High Wages* that are directly tied to ABE services. Ms. Copper briefed the Board on the goals, primary indicators, and activities described in the draft plan. Four goals are included in the plan: Prepare ABE students to contribute to and benefit from Washington's economy; Provide increased access to ABE; Increase the understanding of the importance of ABE; and Identify and secure resources required to expand ABE. Ms. Loomans inquired if computer skills were included in ABE. Mr. Hale mentioned the difficulties with computer literacy for English as a Second Language students. Ms. Cooper offered a document that describes the Bush Administration cuts in ABE for anyone interested. Ms. Copper suggested the results of the Integration pilots (ie. integrating basic with vocational skills) could be presented to the Board.

## **Proposal on Minimum College Admissions Standards of the Higher Education Coordinating Board**

Mr. Wilson introduced Ms. Thompson and asked her to outline the issues, public hearings, and the proposed WAC. The four proposed changes are: to increase the math requirement to four years or three years of math plus one course in algebra-based science; increase the science requirement to two years with one being laboratory based; require students to take three college prep courses for each year the students are in school; and eliminate the statewide college Admission Index. The proposals are being put forth to reduce remediation in postsecondary education.

These changes may, however, have unintended results for career and technical education. Some of the concerns are: increased tracking of students; increased difficulty completing a career and technical education pathway; and reduction in career and technical education offerings. Mr. Wilson added that the solution does not appear to be that well crafted to meet the problem. The remediation problem is at the two-year colleges not the four-year. Also, there does not appear to

be any result that shows a caused relationship between taking a fourth year of math and obtaining a four-year degree.

Mr. Harrison noted that he had spoken with Mr. Jim Sulton and reassured our intentions to work together to come up with alternative proposal. Ms. Joanne Wiszmann added the HECB is seeking input and seeking collaboration, noting we all have different concerns and approaches. Mr. Harrison noted that this resolution does not oppose the proposal if our concerns can be addressed. Ms. O'Brien Saunders has communicated with Mr. Sulton and reported that his underlying commitment is to have young people have better success in the baccalaureate experience, more racial diversity in higher education institutions, and is passionate about this issue. He wants the Board's support on this proposal. Mr. Harrison noted that the Board would like to have been involved before the release of this proposal.

Ms. Kester said OSPI will vote for the motion, but hopes for continued dialogue with HECB. Mr. Hale added that SBCTC was caught in the middle; they are responsible for the remediation, including the remediation for the four-year schools. He is hoping that this is an opening for further communication. Mr. Hudson commented that it's not a wise policy at this time and is concerned with the HECB's process in bringing forth their proposals. Ms. Kester noted if you set the standard so high to begin with, you ignore the natural maturation of the students. Ms. Karen Lee stated that the proposal does not seem to fit the needs of the workforce or those of employers. Ms. Thew complimented HECB is trying to update the standards but wondered why a student would need to take so much math if that is not the student's focus. Computer science seems a more likely progression, and more useful. Ms. O'Brien Saunders added the importance of guidance so that students can understand, early in their teens, what courses of study can help them meet their goals. Mr. Harrison requested a change in the language regarding the educational relevance of the resolution.

#### **Motion 05-102-04**

Revised resolution.

Mr. Mike Hudson moved to accept the revised resolution concerning HECB's recom.

#### ***High Skill, High Wages: Goal 1***

#### **Policy on Industry Skill Panels (2005-2006)**

Ms. Lund presented a PowerPoint on Skill Panel Policy, a Cluster Strategy. Ms. Lund provided a brief history of cluster strategy activities and four key policy questions with options to consider. First, how the partner agencies select clusters or key industries. Second, what further steps can be taken to align the partner agencies. Third, how can the process for distributing funds be improved. Finally, develop a common RFP process. Ms. Lund commented that the agencies need to stay together in their goals and procedures in order to have the greatest impact. Mr. Crabbe agreed that everyone needs to stay focused on our common goals. Ms. Thew inquired whether Eastern Washington colleges get served by Western Washington Centers of Excellence. Mr. Crabbe stated that it goes both ways. Mr. Harrison requested that Ms. Lund forward additional options or comments to the Board before the May meeting.

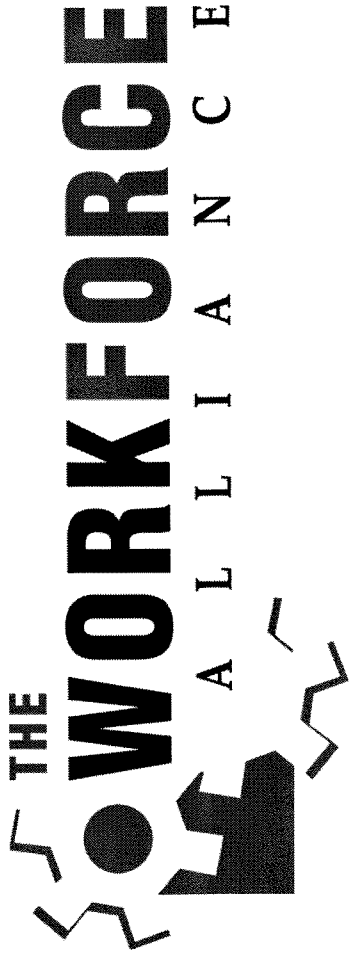
## **Workforce Investment Act Years 6 and 7 Targets**

Mr. Wilson and Mr. Carl Wolfhagen introduced information on WIA targets they recommended for years 6 and 7. Putting these draft targets out as a way to receive comments by the public. The draft targets are mostly a small increment above recent performance. Federal targets have been revised slightly, moving toward a system of common measures. Levels of performance for state measures are not negotiated with DOL, and will be approved once the Board approves the WIA plan in May. Ms. O'Brien Saunders noted her amazement at how low the other states' targets are and how unevenly DOL set targets throughout the country. Ms. Kester inquired about the youth credential being the high school diploma. Mr. Wilson agreed that was a good point.

### **Motion 05-102-05**

Mr. Hudson moved to act on the WIA targets for years 6 and 7. Seconded by Mr. Jim Crabbe. Motion passed.

Mr. Harrison thanked the Board for their hard work.  
Meeting adjourned 2:49 P.M.



**Thank you for participating in the  
TWA Audio Update  
April 29, 2005**

**We will get underway shortly...**

**If you are experiencing technical difficulties, please call  
1-800-305-5208.**

# Agenda

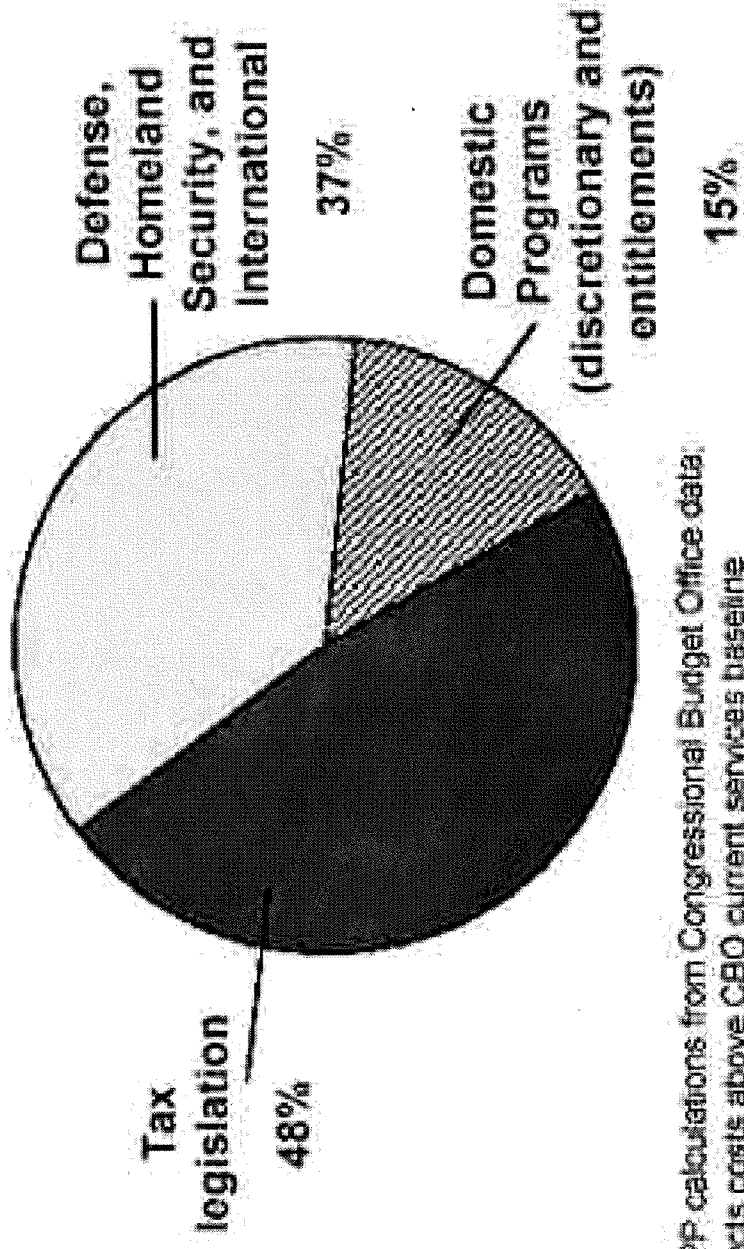
- Overview of FY06 Budget
- Status and Key Issues - WIA
- Status and Key Issues - TANF
- Status and Key Issues - HEA

# The Big Picture: What Has Caused the Budget Deficit?

## Legislation That Has Caused Deficits to Return:

### Mostly Tax Cuts & Security Spending

Cost in 2005 of legislation enacted since January 2001



CBO calculations from Congressional Budget Office data.  
reflects costs above CBO current services baseline



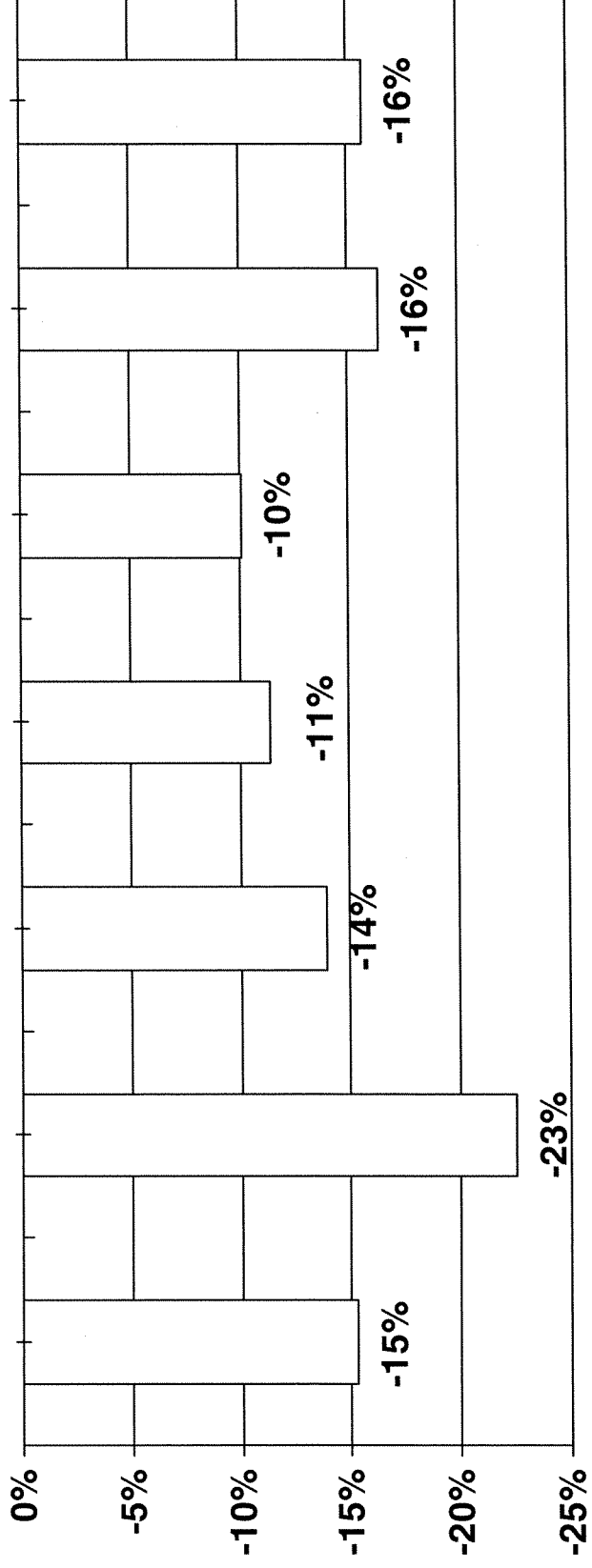
# The Administration's FY06 Budget

Department	FY05 Enacted	FY06 Request	Difference (‘06 vs. ‘05)
Key DOL Programs (e.g. WIA, WP, JobCorps)	\$6.404 b	\$6.123 b	-\$281 Million (-4%)
Key DoEd Programs (e.g., Perkins, Pell, Adult Ed)	\$14.277 b	\$13.459 b	-\$818 Million (-6%)
<b>Total Select Ed. And Training Programs</b>	<b>\$20.680 b</b>	<b>\$19.581 b</b>	<b>-1.1 Billion (-5%)</b>

# Bush Budget Calls for Deep Cuts in “Domestic Discretionary” Programs

Proposed real cuts in funding for discretionary programs in FY 2010

*Note: To calculate funding cuts, the FY 2010 proposed funding levels are compared to the FY 2005 funding levels adjusted for inflation.*



## **2006 Budget Request - DOL**

- WIA Consolidated Grant would eliminate distinct funding streams and cut cumulative funding by \$150 million.
- Community-Based Job Training Initiative: \$250 million requested for second year in a row.

## **2006 Budget Request – Dept. of Ed.**

- Perkins Vocational and Technical Education Program slated for elimination.  
(Funds redirected to new High School Intervention initiative. Grants may or may not be used for vocational education.)
- Adult Basic and Literacy Education State Grants cut by \$370 million, or 63%.

## **2006 Budget Request - Pell**

- Increases spending for Pell grants by \$834 million, or 7%, to \$13.2 billion.
- Raises maximum grant by \$100 to \$4,150.
- Allocates \$4.3 billion in mandatory funding to retire the current Pell grant program shortfall.

# **Budget Resolution Update**

- Congress just passed a budget resolution for FY2006 on Thursday that largely follows the Administration's budgetary framework. The resolution passed by votes of 214-211 in the House and 52-47 in the Senate.
- Kennedy amendment to restore \$5.4 billion for education and training programs, which was in the Senate resolution, is not in the final budget resolution.



**At this time, we will open the line for Questions. To ask a question, press \* on your phone. You will be notified when your line has been unmuted.**

**If you are experiencing technical difficulties, please press  
\*10\* or call 1-800-305-5208.**

# **WIA Reauthorization in Congress**

- House bill, H.R. 27 “Job Training Improvement Act.” Passed House on March 3. Vote was 224-200.
- Senate bill, S. 9 “Lifelong Education Opportunities Act” introduced 1/21/05. Hearing a few weeks ago and mark-up tentatively scheduled for May 11<sup>th</sup>.



# Overview of Key WIA Issues

- Funding:
  - House bill combines Adult, Dislocated Worker, and Wagner Peyser programs into a block grant to states.
  - Senate introduced bill does not, but currently discussion as to whether it should.
  - Administration's proposal would allow a larger block grant and WIA Plus option for states to consolidate programs from Depts. of Labor, Education and Agriculture.

# Key WIA Issues

- Access to Training: Both bills modify, but don't eliminate, some provisions of current law (i.e. "sequence of services") that prevent individuals from accessing training immediately.
- Performance Requirements: House bill makes some changes to performance requirements.
  - "Efficiency" measure gone.
  - Drops credential attainment measure for youth.

## Key WIA Issues

- Community Based Job Training Program:  
House bill creates new program that would authorize awarding of competitive grants for training in high-growth, demand industries at community and technical colleges. Community colleges only providers.

# **TANF Reauthorization**

- Congress approved an extension through June...the ninth TANF extension thus far.
- Republican House bill, H.R. 240, virtually identical to legislation in 108<sup>th</sup> and Administration's proposal.
- Bi-partisan Senate (PRIDE) bill passed Finance Committee on March 9 - awaiting floor action.

# Overview of Key TANF Issues

- Work Hours: House bill raises required hours of work to 40 for all families. Senate bill adopts tiered credit system for work hour requirement.
- State Work Participation Rates: Both bills raise work participation rate, by 5% yearly increments, to 70% in FY2010 and thereafter.

# Vocational and Post-Secondary Education in TANF

- Work Activities: House bill limits primary work activities. No longer counts vocational education as a primary work activity (some state discretion for 4 out of 24 months and beyond 24 hours).
- Senate - maintains primary work activities in current law and allows additional “barrier removal activities.” Allows states the option of counting post-secondary education and training (beyond 12 months). Caps participation at 10% of caseload.

# Key Issues

## Possible Amendments:

- Increase allowable education and training activities under TANF.
- Alternative approaches to measuring state success – outcome-based measures rather than percentage caseload reduction.

# Overview of HEA

- House introduced Republican bill, H.R. 609 “College Access and Opportunity Act.”
- Senate yet to introduce bill, but has asked for comments and is in process of holding hearings.



# Key HEA Issues

- Increase access and success for low-income working adults
- Create better linkages between higher education and the workplace

# Key HEA Issues

- Work Penalty – Allow independent students to keep greater share of their earnings and still qualify for aid. (House – dependent students)
- Less-than-half-time students – Allow aid for students on a pro-rated basis. (Clinton bill)
- Year-round Pell – Allow students to receive second Pell to attend year-round. (House)

# Key HEA Issues

- Strengthen ties between colleges and business workforce needs:
  - Link credit-bearing programs to business needs
  - Adapt college courses to workers' schedules
  - Develop career and educational pathways
  - Expand worksite learning opportunities
  - Assist students with job placement



**At this time, we will open the line for Questions. To ask a question, press \* on your phone. You will be notified when your line has been unmuted.**

**If you are experiencing technical difficulties, please press  
\*10\* or call 1-800-305-5208.**



**The Workforce Alliance  
1701 K Street, N.W., Suite 750  
Washington, DC 20006  
(202) 223-8991**

**[www.workforcealliance.org](http://www.workforcealliance.org)**

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 103  
MAY 12, 2005**

***HIGH SKILL HIGH WAGES'*  
SIX STRATEGIC OPPORTUNITIES  
POST 2005 LEGISLATIVE SESSION REPORT**

**Introduction**

The Legislature adjourned Sine Die on Sunday, April 24, 2005. It will convene again in January, 2006 for a "short" session. The following chart identifies, by the six strategic opportunities identified in *High Skills, High Wages*, the key issues, bills, and budget items we supported in the 2005 session, what happened during the session, and what opportunities we are likely to have this interim to address the strategic opportunities in preparation for 2006.

You can find a complete, detailed summary of the workforce-related bills enacted and workforce-related budget items allocated in the 2005-07 operating budget by the 2005 Legislature on our website ([www.wtb.wa.gov](http://www.wtb.wa.gov)). The budget and most of the bills are still subject to the Governor's signature.

It should be especially noted that the Legislature, for the first time, adopted House Concurrent Resolution 4404, endorsing the 2004 *High Skills, High Wages: Washington State Strategic Plan for Workforce Development* as the policy of the state.

## Strategic Opportunity #1: Increase Postsecondary Education, Apprenticeship and Training Capacity

Session Priorities	Session Results	Interim Opportunities
<p><b>New Community and Technical College Enrollments/High Demand FTEs</b> – We endorsed the State Board for Community and Technical College’s (SBCTC’s) request for \$84.75 million in State General Funds for 10,000 new enrollments for the 2005-07 biennium. <i>Of the new FTE students proposed, SBCTC would allocate 10 percent to high-demand fields, helping to close the gap between the need for skilled workers and the supply.</i></p> <p><b>Secondary CTE Expansion</b> - We endorsed the Office of Superintendent of Public Instruction’s (OSPI’s) request for \$3.6 million to increase the number of students who can be served by vocational skills centers, the number of hours students can be enrolled in programs, and the amount of funding for program equipment. There is a particular concern that funding restrictions on the hours students can be served are inhibiting enrollment.</p> <p><b>Apprenticeship Training</b> – Our strategic plan calls for expanding apprenticeship training in construction, as well as emerging fields.</p>	<p><b>New Community and Technical College Enrollments/High Demand FTEs</b> - The Legislature allocated to SBCTC \$33,669,000 to increase budgeted enrollments by 4,185 student FTEs. There are indications that the SBCTC will dedicate ten percent of the new enrollments to high-demand FTEs. However, there were no high-demand FTEs specifically allocated to the SBCTC or the Higher Education Coordinating Board (HECB) in the final budget.</p> <p><b>Secondary CTE Expansion</b> – The Legislature allocated \$1,811,000 to OSPI for incentive grants to encourage school districts to increase enrollment in vocational skills centers. The monies will be distributed to school districts that increase skills center enrollments above the levels in the 2004-05 school year.</p> <p><b>Apprenticeship Training</b> – SSB 5097 was passed by the Legislature and signed into law as Chapter 3, Laws of 2005. It provides that all public works estimated to cost one million dollars or more, shall require that no less than fifteen percent of the labor hours be performed by apprentices.</p>	<p>We will focus on closing the gap between labor market demand and employee supply by advocating for increasing secondary and postsecondary education and training (including high-demand fields) during the work of the Comprehensive Education Study (E2SSB 5441) and the “needs assessment” work group convened by the HECB.</p> <p>To be determined based on discussion with apprenticeship/L&amp;I.</p>

## Strategic Opportunity #2: Reduce Dropouts and Integrate Career Guidance into School Curricula

Session Priorities	Session Results	Interim Opportunities
<p><b>Dropouts</b> -We asked legislators to revise state reporting statutes to require the reporting of dropouts in the 7th and 8th grade. We have also been working with the A+ Commission and OSPI to revise its accountability policy to establish incremental improvement goals to reach the 85 percent graduation goal by 2014 and to provide incentives for improving the high school graduation rate for students of color.</p> <p><b>Career Guidance</b> - We endorsed OSPI's request for \$1.5 million to expand use of the Navigation guidance and counseling curriculum developed by the Franklin Pierce School District.</p>	<p><b>Dropouts</b> – The Legislature passed and the Governor signed SHB 1708 which requires school districts to include students in grades seven and eight in their annual reporting of student enrollments and dropout data to OSPI. It also requires OSPI to review and evaluate promising programs for dropout prevention and report to the legislature the most promising (1) school restructuring dropout prevention programs, (2) the most promising dropout prevention programs targeting wrap-around services to at-risk students, and (3) policy and other changes to career and technical education and skills center programs to further contribute to dropout prevention efforts. Also, the bill established the Comprehensive Education Study Steering Committee (E2SSB 5441) directs the Advisory Subcommittee on K-12 Education to specifically examine the issue of "helping students stay in school." ESSB 5732, established a new governance structure for K-12 education which eliminates the A+ Commission. A revamped State Board of Education is given the authority to set goals for high school graduation rates and dropout reduction for grades seven through twelve.</p> <p><b>Career Guidance</b> - Neither the Governor nor the Legislature supported OSPI's budget request of \$1.5 million to expand the Navigation guidance model.</p>	<p><b>Dropouts</b> – We will testify before the A+ Commission in May in support of their proposal to provide high school graduation rate incremental improvement goals, including improvement goals for students of color. We will also work with the K-12 subcommittee of the Comprehensive Education Study Steering Committee to examine the issue of "helping students stay in school."</p> <p><b>Career Guidance</b> – We will promote the Navigation model via ACORN funding and marketing.</p>



Strategic Opportunity #3: Expand and Sustain Skill Panels		
Session Priorities	Session Results	Interim Opportunities
<p>We requested \$2 million in State General Funds to form new and sustain existing skill panels, regional public-private partnerships of business, labor, and education and training leaders in a key industry.</p>	<p>The \$2 million request to form new skill panels and sustain existing ones was not in any proposed budgets or the final budget bill passed by the Legislature.</p>	<p>We will continue to increase legislator's awareness of the contribution of industry skill panels to regional economies and support for skill panels and examine the option of a Workforce Board supplemental budget request to support skill panels.</p>

## Strategic Opportunity #4: Increase Training for Low-Income Workers

Session Priorities	Session Results	Interim Opportunities
<p>Our strategic plan calls for providing financial assistance to enable working adults and low-income individuals to take advantage of education and training opportunities.</p>	<p>The Legislature passed and the Governor signed SHB 1345 to pilot financial aid for students enrolled in four or five quarter hours (or its equivalent). The HECB will administer the pilot project and report to the legislature by December, 2006 on its results. \$500,000 was provided to implement the pilot project for students attending a public community or technical college.</p> <p>HB 1833 was introduced to require planning for how the job training and placement services under WIA and the job training and placement services provided through the WorkFirst program will be integrated locally, and establishing an incentive program to foster integration. The bill passed out of policy and fiscal committees in the House but did not reach final passage. However, \$520,000 was provided in the capital budget for design of a co-located one-stop office on the North Seattle Community College campus with the Employment Security Department, the Department of Social and Health Services, and WorkSource partnering agencies to provide integrated training and employment service.</p>	<p>We will evaluate WorkFirst outcomes and determine whether to pursue policy action to further integrate TANF and WIA through the WIA Reauthorization recommendation process.</p>

Strategic Opportunity #5: Increase Basic Skills and Integrated Second Language Instruction with Occupational Skills Training		
Session Priorities	Session Results	Interim Opportunities
<p><b>Adult Basic Education (ABE) Funding</b></p> <ul style="list-style-type: none"> <li>– We endorsed a request by SBCTC for \$10 million to maintain current ABE full-time equivalent (FTE) service levels. Some of the funding could address the integration of adult basic education with occupational skills training—a strategy with much better results than stand-alone ABE.</li> </ul>	<p><b>Adult Basic Education (ABE) Funding</b> – The Legislature appropriated \$4,000,000 in the operating budget for basic skills education. The funds <u>may</u> be used to align or integrate adult basic education and English as a second language courses with vocational training.</p>	<p>We will review the adult basic education plan and monitor SBCTC allocation of the ABE enhancement for the purpose of expanding integrated programs.</p>

Strategic Opportunity #6: Expand Customized Training		
Session Priorities	Session Results	Interim Opportunities
<p><b>Job Skills Program (JSP)</b> – We supported SBCTC’s request for an additional \$7.05 million in the 2005-07 biennium from State General Funds to support JSP, the state’s customized training program for employers.</p> <p><b>Customized Training</b> – We supported efforts to create the Washington customized employment training program (<b><u>SB 5174 &amp; HB 1825</u></b>) to allow employers locating or expanding in the state to receive funds to provide training for employees. The program would have been funded by the sale of bonds paid by the state business and occupation tax and public utility tax generated by participating employers. We also supported bills (<b><u>SB 5918 &amp; HB 2032</u></b>) to allow employers of fewer than 500 persons to take a B&amp;O tax credit for a percentage of their new training costs, capped at \$250,000 per year.</p>	<p><b>Job Skills Program (JSP)</b> - The Senate proposed a \$6 million increase in the JSP allocation, but there was no additional money in the final budget (the funding remains at \$2.95 million for the biennium).</p> <p><b>Customized Training</b> – Bills introduced in both the House and Senate aimed at providing more funds for customized training either through a bonding program (<b><u>SB 5174 &amp; HB 1825</u></b>) or through a B&amp;O tax credit (<b><u>SB 5918 &amp; HB 2032</u></b>) were passed by the committees of origin, but died in their respective fiscal committees.</p>	<p>We will work with the legislature, labor, and business constituents to fashion consensus proposals to provide resources for customized training.</p>

**Interagency Committee**  
**April 22, 2005**  
**Meeting Notes**

Attending: Debbie Cook, Department of Services for the Blind; Janet Bloom, Kathy DiJulio, and Gary Kamimura, Employment Security Department; Kyra Kester, Office of Superintendent of Public Instruction; Jim Crabbe, State Board for Community and Technical Colleges; Ginger Rich, Community, Trade and Economic Development; Steve Frazier, Washington Workforce Association; Liz Smith, Labor and Industries, Apprenticeship; and Ellen O'Brien Saunders, Pam Lund, Bryan Wilson, and Walt Wong, Workforce Training and Education Coordinating Board.

There were two items on the agenda: May 12, 2005, Board meeting agenda and Legislative updates.

**Board Agenda for May 12, 2005**

- **Governor's 10 Percent Funds**  
Governor Gregorie indicated that two of her priorities for the 10 percent funds are economic development and addressing the problem of high school dropouts. She also indicated that the draft allocation is in line with her thinking and would like the remainder (1.1 million) be placed in reserve for her to spread to emerging issues and opportunities.
- **America's Career Resource Network Funds**
- **Federal Policy Developments**  
Senate action expected soon on WIA.
- **Industry Cluster Workforce Strategy**  
Trio funding committee interested in having CTED join this effort. ESD and SBCTC met to discuss policy questions Friday, April 22. They provided good feedback toward drafting a paper and resolution for the May Board meeting. The partners have been doing a good job, we just need continued improvement in our efforts. We did discuss involving a WDC Director and CTED in future discussions to take it to the next level.
- **Workforce Investment Act, Title I-B Two-Year Plan**  
Labor is expected to approve on June 30.
- **Proposed Perkins Budget**  
\$22.7 million
- **Agency Operating Budget**

**Legislative Update**

- Apprenticeship bill passed and was the first bill signed for the session.
- HEC Board admission standards have never been in WAC before; this increase importance.
- Resolution – *High Skills, High Wages* passed both houses.
- Skill panel increase did not pass.
- Tax credit for companies for training did not pass.
- Bonding to pay the cost of company training did not pass.

Tab 2

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 103  
MAY 12, 2005**

**CLUSTER STRATEGY  
MOVING FORWARD: LINKING WORKFORCE AND ECONOMIC DEVELOPMENT**

Since 2002, the Workforce Training and Education Coordinating Board (Workforce Board), the State Board for Community and Technical Colleges (SBCTC), and the Employment Security Department (ESD) have worked together to focus workforce development resources on strengthening key sectors of the economy. This strategy gives local areas time to assemble key leaders in targeted sectors, create innovative public/private solutions, develop skill standards, create curricula, and deliver training to fill skill gaps with targeted sectors in local regions. It also creates a clear message for the Governor that workforce and economic development funds are integrated and support the Priorities of Government, and promotes progress towards our state plan, *High Skills, High Wages*.

The paper under this tab offers a brief history on how the Workforce Board, SBCTC, and ESD have worked together to target state resources for workforce development to date and outlines the continued interest of the three agencies to support workforce and economic development through 2005-2006 by combining efforts and resources to: (1) assist key industries to establish skill panels that analyze workforce needs and find solutions to skill gaps; (2) develop and support “high-demand” programs at community and technical colleges; and (3) implement incumbent worker training.

**Board Action Required:** Adoption of the Recommended Motion.

## **RECOMMENDED MOTION**

**WHEREAS,** Focusing workforce development funds on targeted sectors promotes economic vitality by providing employers with trained workers, and helps ensure that students find good jobs at the end of their training, and workers can retain their jobs and be eligible for higher wages; and

**WHEREAS,** The Workforce Training and Education Coordinating Board, the State Board for Community and Technical Colleges, and the Employment Security Department will continue to work together to target discretionary funds to key sectors and to streamline procedures during PY 2005-2006; and

**WHEREAS,** The Workforce Training and Education Coordinating Board, the State Board for Community and Technical Colleges, and the Employment Security Department will coordinate the timing of release of funds;

**NOW, THEREFORE, BE IT RESOLVED,** That the Workforce Training and Education Coordinating Board endorse the continuation of the sectoral strategy for PY 2005-2006 and continue to address key policy questions with all workforce stakeholders to strengthen workforce and economic development linkages as described in the attached paper.



## Cluster Strategy

Currently, several state agencies identify key or targeted industries for either workforce or economic development purposes:

- In 2003, the Employment Security Department's (ESD) Labor Market and Economic Analysis Branch began an ongoing effort to develop lists of key industries for Washington's counties. It describes key industries as "core or driver industries-those that both lead and heavily influence other economic activities in the local area."
- The Department of Community, Trade, and Economic Development (CTED) separates out the state's "primary" industries (such as aircraft, food products, and lumber) from industries that are "targeted for growth" (such as advanced technology, biotechnology, and software).
- The State Board for Community and Technical College (SBCTC) states that business leaders say, and research shows, that community and technical colleges can best meet the needs of key industries or clusters at the regional level by developing in-depth and high-quality programs that meet the specialized training needs of those industries.
- In *High Skills, High Wages 2004*, the Workforce Board identifies "Important Industry Clusters by Regions."

Although Washington's state-level workforce and economic development agencies have identified targeted industries, we do not yet have full agreement on what criteria to use to identify the industries. Further discussion and action will be needed in this area.

## Integrated Funding Approach

In order to target state resources for workforce development strategically, in 2002, ESD, SBCTC, and the Workforce Board coordinated the allocation of \$4.3 million in workforce development funds. The agencies coordinated four Requests for Proposals (RFPs): the Workforce Board's Industry Skill Panels, SBCTC's Skill Standards and High-Demand Programs, and ESD's Industries for the Future Skill's Training (incumbent worker training).

The RFPs reflected four stages of workforce development.

- The first stage brought together the leaders in a key economic sector for the purpose of identifying critical skill needs and identifying solutions. (Skill Panels)
- The second stage used the partnership to develop industry skill standards. (Skill Standards)
- The third stage developed new training programs that prepared workers to meet the standards. (New training programs created)
- The fourth stage provided the training. (Training)

This new approach was widely promoted. It encouraged a strategic, systematic, and customer-focused process by encouraging applicants to apply for the specific resources they needed to meet a particular industry's workforce development needs.

After the initial integrated funding process, the Workforce Board, SBCTC, and ESD continued to support long-range economic development by combining efforts and focusing resources. Each year, the RFPs for each funding source have included additional elements to enhance coordination, thus taking advantage of the synergistic effect of the funds working together to support key industries critical to state and local economic vitality. In 2004, the partner agencies informally included common criteria in their RFPs, specifically a request to link Industry Skill Panels, Centers of Excellence, and incumbent worker training. Proposal review teams for each RFP included representatives from business, labor, and the three partner agencies. This process gave partner agencies the opportunity to see multiple proposals directed at a industry.

This improvement has resulted in a more strategic use of workforce development funding. The Skill Panels, Targeted Industry Partnerships, and Industries of the Future Skills Training Partnerships programs are connecting their work locally, leveraging planning, resources, and, most important of all, industry subject matter expertise. Another successful outcome is that new workforce development initiatives, such as SBCTC's "Centers for Excellence," are building the coordinated approach into their designs. Skill Panels inform the new centers of industry skill needs and provide support for college innovation. Each center functions as a career and technical education and training resource for a targeted industry by providing a library of data and information that includes, but is not limited to, current labor market forecasts, leading edge educational programming, and diverse educational delivery methods that can be used to support other community and technical colleges responses to the industry.

Industry Skill Panels have become catalysts for influence, innovation, and improvement, and are key to the success of Washington's cluster strategy. Their interface between business (employers), education (trainers), and employees (labor) is an essential ingredient for an effective workforce education delivery system. Skill Panels offer the coordination of those three parts as well as a significant grounding in the regional economy. When they engage business as a partner and customer, they are a proven public intermediary.

### **Next Steps**

At the March 31, 2005, Board meeting, Workforce Board staff presented discussion questions and options that could further align workforce investments in the state's targeted key industries and their clusters of suppliers, better integrate funding for maximum impact, and consider the next steps to effectively sustain Industry Skill Panels. These policy options were e-mailed to the Board on April 8 for further comment, with responses or suggestions requested by April 20. No responses were received. The policy questions and options presented to the Board are outlined in the attached document (Attachment A).

The Workforce Board, SBCTC, and ESD staff met to discuss the policy questions. In addition to the recommendations below, agencies have a continued interest in coordinating planning with CTED in future cluster strategy discussions.

### **Recommendations**

The Workforce Board, SBCTC, and ESD will continue to work together to release PY 2005-2006 funds to targeted key industries based on the attached draft schedule (Attachment B). In addition, they will look at ways to streamline procedures.

Align and support cluster based initiatives such as Centers of Excellence, regional partnerships, and CTED's initiatives as appropriate.

Continue to discuss and recommend solutions for the policy questions outlined in Attachment A.

Support workforce development councils, community and technical colleges, and business and trade associations' efforts to seek additional resources for Industry Skill Panel efforts.

Promote Industry Skill Panels and incumbent worker training initiatives, such as the Job Skills Program, with Legislators and the Governor's office.

Create and support joint learning between workforce and economic development organizations.

*March 31 Board Follow-Up Request*

**CLUSTER STRATEGY, INTEGRATED FUNDING, AND THE FUTURE OF SKILL PANELS**  
**Policy Questions and Options**

**Cluster Strategy**

**Key Policy Question:** How will partner agencies select cluster or key industries in 2005-2006?  
What criteria should be used to select clusters?

Policy Options

1. Conduct an analysis of the criteria that partners currently use to select key (or targeted) industries. Appoint a Workforce Development for Economic Clusters Committee to review the analysis, agree upon common criteria, and use the criteria to target industries and industry clusters. For instance, industries could be defined as primary, secondary, and tertiary in terms of importance or impact to the general economy and job opportunities:

Primary: Determined to be critical and requiring an immediate need for support.

Secondary: Mid-term support is necessary to fill the projected market need.

Tertiary: Needs long-term support to underwrite broad industry needs.

2. Once clusters are selected, adopt a Memorandum of Understanding to guide future investments. The clusters could be reviewed and revised as needed.

**Integrated Funding**

**Key Policy Question:** What further steps can partner agencies take to align their investment and maximize impact?

Policy Option

Workforce Development for Economic Clusters Committee reviews various approaches to align investments by industry cluster to insure the four stages of workforce development are in place.

**Key Policy Question:** How can we improve the process for distributing workforce development funds?

Policy Option

Develop a common Request for Proposal process, which includes an agreed upon schedule, common review teams, and industry feedback.

**The Future of Industry Skill Panels**

**Key Policy Question:** What steps must be taken to sustain effective Industry Skill Panels as intermediaries for public and private partnerships?

Policy Options

1. Assure a state partnership role into the future by modestly funding Industry Skill Panels that are primarily supported by the private sector.
2. Collect and distribute “best practice” information from panels that are sustaining themselves with only a minimal level of state funding.
3. Identify a stronger role for business and trade associations to further workforce investment in Washington State.
4. Support peer-to-peer and other high-quality technical assistance.

# DRAFT

## Draft Timeline 2005 for PY 2005 -2006 Resources

<b>March 31</b>	Draft proposal presented to Workforce Board for discussion of recommended uses of WIA 10 percent funds.
<b>May 12</b>	Workforce Board takes action on a recommended motion on proposed uses for WIA 10 percent funds and a trio RFP funding strategy.
<b>Mid-May</b>	Governor's office reviews Workforce Board's draft proposal on recommended uses of WIA 10 percent funds for Program Year 2006.
<b>Mid-May</b>	Workforce Board invites eligible applicants to apply for Industry Skill Panels.
<b>June</b>	SBCTC invites community and technical colleges to apply for high-demand programs.
<b>July – September</b>	<ul style="list-style-type: none"> <li>▪ Contracts completed for Industry Skill Panels.</li> <li>▪ Contracts completed for high-demand programs.</li> <li>▪ ESD grants completed for incumbent worker training.</li> </ul>

Tab 3

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 103  
MAY 12, 2005**

**WORKFORCE INVESTMENT ACT 10 PERCENT FUNDS**

Ten percent of Workforce Investment Act (WIA) Title I funds are set-a-side for statewide activities to be determined by the Governor. WIA requires that certain activities must be performed while other activities are permissive. The amount invested per activity, and whether or not investments are made in the permissive activities, is at the discretion of the Governor. The Workforce Training and Education Coordinating Board (Workforce Board) makes recommendations to the Governor.

The paper in this tab offers recommendations for 10 percent funding for the program year that begins July 1, 2005 (PY 2005). Workforce Board and Employment Security Department staff developed the recommendations. The Governor's policy staff has discussed the recommendations with the Governor and indicated that the recommendations are in line with the Governor's thinking. The Governor has indicated that two of her priorities for the 10 percent funds are economic development and addressing the problem of high school dropouts. The recommendations respond to these priorities by funding: the dropout prevention and retrieval initiative, skill panels, and customized training for incumbent workers. The Governor also indicated she wants to hold a substantial portion of the 10 percent funds in reserve for her to respond to emerging issues and opportunities.

**Board Action Requested:** Adoption of the Recommended Motion.

## **RECOMMENDED MOTION**

**WHEREAS**, Ten percent of funding under the Workforce Investment Act Title I-B is set aside to be allocated at the Governor's discretion, subject to certain limitations in the Act;

**WHEREAS**, The Governor has requested the advice of the Workforce Training and Education Coordinating Board on how the ten percent funds should be allocated;

**WHEREAS**, Employment Security Department and the Workforce Training and Education Coordinating Board staff, with input from the Workforce Development Council directors, have prepared recommended allocations for the Board's consideration; and,

**WHEREAS**, The Governor has indicated that the recommendations are in line with her wishes.

**NOW, THEREFORE BE IT RESOLVED**, that the Workforce Training and Education Coordinating Board recommend to the Governor the attached allocations of the Governor's Discretionary Funds for July 1, 2005, to June 30, 2006.



## Activities Required by the Workforce Investment Act

**Eligible Training Provider List (ETPL) and Evaluations.** The Workforce Investment Act (WIA) requires the state to establish performance criteria and maintain a list of training programs that meet the criteria and are eligible to receive Individual Training Account vouchers for training funded through WIA Title I-B. The state is also required to evaluate the effectiveness of the workforce investment system, including the 17 core indicators for WIA Title I-B, and report the results for the state as a whole and for each of the 12 workforce development areas in the state. Costs will be higher in PY 2005 for three main reasons: (1) PY 2005 is a year in which the Workforce Training and Education Coordinating Board (Workforce Board) conducts a net impact and benefit/cost evaluation (conducted every four years), (2) PY 2005 is a year that surveys are administered to program participants and employers (conducted every two years), and (3) the ETPL websites need updating to maintain and improve their functionality (including accuracy).

Category	2003	2004	2005 Recommendation
ETPL and Evaluations	\$700,000 75,000 Carry Forward (CF)	\$400,000	\$1,000,000

**Incentive grants for exemplary performance.** This money is directed to Workforce Development Councils (WDCs) that meet or exceed performance targets. WDCs may use the funds for any purpose authorized by WIA. In earlier years, not shown in the table, the amount was substantially higher.

Category	2003	2004	2005 Recommendation
Incentive Grants	\$400,000	\$300,000 (CF)	\$300,000

**Development and expansion of One-Stop system.** WIA requires the state to operate a One-Stop system with access to 15 workforce development programs. WIA 10 percent money has been used to fund infrastructure and implement innovations that broaden partner participation and customer access. Sample services have included: new partner access to electronic backbone; partner staff training in American Sign to meet the Americans with Disabilities Act standards; expanding resource rooms and self-service capacity; and adding personal computers to the network for customer self-service. Due to commitments already made, no PY 2004 funds were dedicated to this purpose. Partly as a result, there is substantial pent-up need for investments in WorkSource, Washington's One-Stop system.

Category	2003	2004	2005 Recommendation
One-Stop	\$850,000 725,000 (CF) 600,000 (Wagner-Peyser)	0	\$1,200,000

**Assist areas with high concentrations of eligible youth.** High concentrations of eligible youth are defined as geographical areas with above average concentrations of low-income youth. Beginning with PY 2003, funds have been used to leverage Basic Education Act dollars in community partnerships with school districts and WDCs. The funds are used to address dropout prevention and retrieval.

Category	2003	2004	2005 Recommendation
Youth (dropout prevention and retrieval)	\$670,000	\$670,000 670,000 (CF)	\$670,000

**Operate a fiscal and management information system.** Congress reduced allowable administrative limits when it passed WIA. In return, it informed states the 10 percent funds were an appropriate source to cover the costs of information technology systems. In order to support One-Stop, the state has directed funds to consolidating and coordinating multiple fiscal and participant (customer) tracking systems and self-service access. These include: WorkSource presence on the Internet (Go2Worksource), Dataflex, Datamart, Services Knowledge and Information Exchange System (SKIES), unemployment insurance benefit payment interface, and JAS (WorkFirst). SKIES is the major recipient of these 10 percent funds. Information systems include making information about job openings available in-person or via the Internet. The expenses for SKIES covers: system administration and operation; software development, maintenance and upgrades; and hardware maintenance.

Category	2003	2004	2005 Recommendation
Information Systems	\$2,700,000 950,000 (Wagner-Peyser and Claimant Placement)	\$2,689,200 310,000 (CF) 1,150,000 (Wagner-Peyser and Claimant Placement)	\$2,700,000 1,150,000 (Wagner-Peyser and Claimant Placement)

**Technical Assistance.** WIA requires states to provide technical assistance to workforce development areas that fail to meet performance targets. Employment Security Department and Workforce Board staff will continue to provide technical assistance as needed, without dedicating 10 percent funds for this purpose.

Category	2003	2004	2005 Recommendation
Technical Assistance	\$125,000	0 \$25,000 (CF)	0

### Optional Activities (Activities that WIA Permits, but does not Require)

**Industry Skill Panels.** Industry skill panels are partnerships of employers, labor, and training providers. The panels assess skill gaps in their industry and design actions to close the gaps. Such actions can include the development of new courses, customized training, recruitment efforts, internships, loaned faculty, shared facilities, and others. Skill panels improve efficiency by targeting workforce development activities (including incumbent worker training) to areas identified by industry representatives as necessary to close skill gaps in their industry.

Category	2003	2004	2005 Recommendation
Skill Panels	\$790,000 120,000 (CF)	\$680,000	\$680,000

**Health Care.** Investments to address the shortage of health care workers are included above under skill panels and below under incumbent worker training. In 2003, funds were also allocated for establishing health care programs in secondary school and for a study of how best to collect on-going data on the supply of health care workers. In 2004, some funds from 2003 were carried forward to complete the study and to start to implement its recommendations.

Category	2003	2004	2005 Recommendation
Health Care (other than skill panels and incumbent worker training)	\$400,000	0 \$70,000 (CF)	0

**Incumbent Worker Training.** Washington has long lagged behind other states in the amount of public funds invested in customized training of incumbent workers. In order to increase this investment, the Governor allocated substantial funds from WIA 10 percent to this purpose. As part of WIA reauthorization, Congress is expected to increase the flexibility of local areas to use their formula funds for incumbent worker training. In both the House and Senate Bills local areas may use up to 10 percent of their adult monies for incumbent worker training.

Category	2003	2004	2005 Recommendation
Incumbent Worker Training	\$1,000,000 2,200,000 (CF)	\$700,000 1,000,000 (CF-Apprenticeship)	\$700,000

**Reserve Fund.** In the past, money has been held in reserve to enable the Governor to fund activities not originally planned for. Because of commitments made for the PY 2004 funds (the 7E7 Dreamliner Project), there were no reserve funds in 2004, but instead the funds were committed to this Governor's initiative.

Category	2003	2004	2005 Recommendation
Governor's Reserve/Initiative	\$1,500,000	\$3,500,000 1,500,000 (CF) 1,000,000 (Wagner-Peyser CF) 1,000,000 (Wagner-Peyser)	\$1,162,184

**Summary Table (WIA Title I-B Funds unless otherwise indicated)**

<b>Category</b>	<b>2003</b>	<b>2004</b>	<b>2005 Recommendation</b>
ETPL and Evaluations	\$700,000 75,000 (CF)	\$400,000	\$1,000,000
Incentive Grants	\$400,000	\$300,000 (CF)	\$300,000
One-Stop	\$850,000 725,000 (CF) 600,000 (Wagner-Peyser)	0	\$1,200,000
Youth (dDropout prevention and retrieval)	\$670,000	\$670,000 670,000 (CF)	\$670,000
Information Systems	\$2,700,000 950,000 (Wagner-Peyser and Claimant Placement)	\$2,689,200 310,000 (CF) 1,150,000 (Wagner-Peyser and Claimant Placement)	\$2,700,000 1,150,000 (Wagner-Peyser and Claimant Placement)
Technical Assistance	\$125,000	0 \$25,000 (CF)	0
Skill Panels	\$790,000 120,000 (CF)	\$680,000	\$680,000
Health Care (other than skill panels and training)	\$400,000	0 \$70,000 (CF)	0
Incumbent Worker Training	\$1,000,000 2,200,000 (CF)	\$700,000 1,000,000 (CF-Apprenticeship)	\$700,000
Governor's Reserve/Initiative	\$1,500,000	\$3,500,000 1,500,000 (CF) 1,150,000 (Wagner-Peyser and Claimant Placement)	\$1,162,184
<b>Total WIA</b>	<b>\$9,238,190</b>	<b>\$8,639,200</b>	<b>\$8,412,184</b>

# Tab 4

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 103  
MAY 12, 2005**

**AMERICA'S CAREER RESOURCE NETWORK**

The America's Career Resource Network (ACRN) is a formula grant to the states, issued by the U.S. Department of Education, Office of Vocational and Adult Education. The grant is available to the Workforce Board under Section 118 of the Carl D. Perkins Vocational and Technical Education Act. Information on the uses identified in the legislation and the key activities contained in Washington State's grant application are contained in this tab.

**Board Action Requested:** Adoption of the recommended motion.

## **RECOMMENDED MOTION**

**WHEREAS**, the Workforce Training and Education Coordinating Board (Workforce Board) is recipient of the America's Career Resource Network funding identified in Section 118 of the Card D. Perkins Vocational and Technical Education Act; and,

**WHEREAS**, the Workforce Board has identified key activities to further the State's vision of a statewide system of career guidance and planning to be supported using the America's Career Resource Network grant; and,

**WHEREAS**, the Workforce Board continues to promote the involvement, participation, and contribution of its partners in achieving the State's vision for a statewide system of career guidance and planning; and,

**WHEREAS**, the Workforce Board has identified a plan of specific activities to be implemented by the Workforce Board and its partners for 2005-2006;

**THEREFORE, BE IT RESOLVED**, the Workforce Board adopts the 2005-2006 America's Career Resource Network funding strategies.



# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

## AMERICA'S CAREER RESOURCE NETWORK

America's Career Resource Network (ACRN) is the title of the national program activity contained in Section 118 of the Carl D. Perkins Vocational and Technical Education Act. This section of the law lists required activities of states to implement this program.

The required activities of the ACRN and the state's funded efforts follow.

1. To provide support for a career guidance and academic counseling program designed to promote improved career and education decision making by individuals (especially in areas of career information delivery and use).

Funded activities have included:

- Navigation 101—Franklin Pierce School District's model program for student and career planning
- ESD's workforceexplorer.com website
- *Jobs for the Sidewalk Economist* and *Entry Points* (ESD Publications)

2. To make available to students, parents, teachers, administrators, and counselors, and to improve accessibility with respect to, information and planning resources that related educational preparation to career goals and expectations.

Funded activities have included:

- ESD's workforceexplorer.com website
- The Workforce Board's *Where are you going? Career Guide 2004*
- OSPI website, including student and parent portals

3. To equip teachers, administrators, and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing.

Funded activities have included:

- Navigation 101 – Franklin Pierce School District's model program for student and career planning
- Presentations at statewide workshops and conferences to provide information about the career planning resources available through state agencies

4. To assist appropriate state entities in tailoring career-related educational resources and training for use by such entities.

Funded activities have included:

- OSPI website, including student and parent portals
- On-going presentations to key stakeholder groups, highlighting available state career planning resources

5. To improve coordination and communication among administrators and planners of programs authorized by the Carl D. Perkins Vocational and Technical Education Act and

the Workforce Investment Act at the federal, state, and local levels to ensure non-duplication of efforts and the appropriate use of shared information and data.

Funded activities have included:

- Implementation of coordinated delivery system for career and student planning, highlighting the State's available resources

6. To provide ongoing means for customers, such as students and parents to provide comments and feedback on products and services, and to update resources, as appropriate to better meet customer requirements

Funded activities have included:

- The Workforce Board's *Where are you going? Career Guide 2004* customer satisfaction surveys
- Career guidance presentations at stakeholder venues

*High Skills, High Wages: Washington's Strategic Plan for Workforce Development 2004* provides the big picture context for the importance and significance of career guidance and planning. Activities funded through ACRN allow us to move forward on key strategies and objectives, including:

- a) increasing the number of young people who understand and act on career opportunities available through career and technical education and training programs
- b) developing individual career plans that are integrated with a range of school programs to ensure all youth are aware of the link between learning and employment and their career options.

The Workforce Board's Year 6 application enhances the statewide system of comprehensive career guidance and planning. This system benefits individuals regardless of their position within the workforce life cycle—in education, in training, or at work.

We are proposing a series of funding strategies that support:

- Expansion of *Navigation* through continued replication, enhanced curriculum, program assessment, and development of an information resource center;
- Employment Security Department's enhancement of the *workforceexplorer.com* website, presentations on *Jobs for the Sidewalk Economist* and *Entry Points* planning tools, and collaboration of database linkages with OSPI's website;
- Workforce Board's publication of the *Where Are You Going?* career guide;
- Statewide presentations of comprehensive guidance tools and train-the-trainer sessions
- Support for SBCTC's Women's Programs and Career Counseling; and
- Expansion of the OSPI's website for student planning and development of a portal database, linked to ESD;

*Navigation* is the comprehensive guidance program developed by a team of educators and counselors, supported by Franklin Pierce School District and OSPI. It was designed to teach students the skills they need to be actively engaged in charting their own course through middle school, high school, post-secondary education, and adult life. It promotes parental involvement in the decisions their teens are making through the student-led conferences.

*Navigation* has been or is being implemented in high schools and middle schools within 33 districts. Early adopters have developed a comprehensive curriculum that has been instrumental in helping a school replicate the step-by-step, monthly lesson plans and tools that make

*Navigation* a success. As the curriculum matures, continuous improvement includes refining the tools based on user feedback. *Navigation*'s success is demonstrated by: high degree of parental involvement, increased academic attainment, and increased demand for higher level academic course offerings. Professional development tools will expand delivery of the curriculum, while the information resource center will provide valuable, real-time, student-focused data linkages for students, teachers, and administrators.

ESD provides hands-on resources to enhance student and career planning, including the *workforceexplorer.com* website and *Jobs for the Sidewalk Economist* and *Entry Points* workbooks. Linked with Labor Market Information (LMI) these tools provide relevant Washington State projected employment outlook and average salaries. The website includes an interest assessment, links to career clusters, and video clips that provide a brief sketch of an occupation. Funds will assist in promoting awareness and use of these tools in student and career planning. The funds will also be used to develop a database link with OSPI's website to provide better access.

The Workforce Board will publish, print, and distribute 200,000 copies of the 2005 edition of the *Where are you going? Career Guide*. The 2004 guide was distributed throughout the state at middle and high schools, public and private two- and four-year colleges and universities, WorkSource centers, and correction facilities. User feedback has been positive and helpful in providing suggestions for the 2005 edition, which will include updated information and new features.

Last year during the Governor's Priorities of Government budget-building process, the Workforce Board and ESD collaborated with OSPI and SBCTC to design a plan to expand awareness and use of the various agency resources aimed at improving student and career planning and job placement. A five-year strategy was framed to highlight the available resources and to reduce duplication of efforts in marketing. In 2004-2005, collaborative presentations were made to four education associations and conferences. In 2005-2006, funds will be used to expand the coordinated information presentations, and to focus on train-the-trainer sessions for individuals involved with student and career planning.

To increase career awareness at the post-secondary level, funds in 2005-2006 will be available to SBCTC for Women's Programs and Career Counseling. These funds will be used to provide expanded awareness of career options and resources, including services available through WorkSource Centers.

OSPI is nearly ready to launch two web portals developed to improve student planning, one for students and one for parents and in 2005-2006 a community/business portal will come on-line. Funds will be used to complete this portal, which will provide employment information and job opportunities. Linkage with the ESD database will enhance connections between the employers and interested applicants.

Attachment 1 outlines these funding strategies and the corresponding budget. Available funds for Year 6 include the base grant of \$215,000 and anticipated carry forward funds of \$134,000.

Coordination of the ACRN activities is supported by an interagency team consisting of staff from the Workforce Board, OSPI, SBCTC, ESD, Franklin-Pierce School District, and the Washington Occupational Information System.

**A Career Resource Network Grant (ACRN)  
2005-2006 Grant Request  
Budget Activities**

**\$215,000 6th Year ACRN Grant Allocation**

**\$134,000 2004-2005 Carry forward**

**\$349,000 Total 2005-2006 ACRN Budget**

**\$100,000**

**Franklin Pierce School District Navigation Model**

Information Resource Center

Assessment

Curriculum Development and Publication

Replication

Promotion and Marketing

**\$100,000**

**Employment Security Department**

workforceexplorer.com

- Enhanced User Options

Sidewalk Economist & Entry Points

Occupational Outlooks

Student Planning Materials

Collaboration with OSPI for Website Database Linkages

**\$74,000**

**Workforce Training and Education Coordinating Board**

Career Guide

- Publication, Printing, and Distribution

Washington Occupational Information System (WOIS)

- Research and Revisions
- Technical Assistance and Guidance

**\$40,000**

**Linking Workforce Development Programs, Career Guidance,  
and Job Placement Services**

Resource Materials

Implementation/Coordination

Professional Development and Train-the-Trainer Presentations

**\$20,000**

**State Board for Community & Technical Colleges**

Women's Programs and Career Counseling

- Linking with Career Resources, including WorkSource

**\$15,000**

**Office of the Superintendent of Public Instruction**

Implementation and Website Expansion

Development of Portal Database Linkages

# Tab 5

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 103  
MAY 12, 2005**

**THE 2005-2007 STATE PLAN FOR TITLE I-B OF THE  
WORKFORCE INVESTMENT ACT AND THE WAGNER-PEYSER ACT**

Funds under the Workforce Investment Act (WIA) will be available to the state on July 1, 2005, for services to youth (\$25,342,000), adults (\$22,993,000), and dislocated workers (\$35,787,000). To qualify for these and Wagner-Peyser Act funds (\$15,644,000), the Governor must submit a state plan to DOL by May 31, 2005, for its approval.

The Workforce Training and Education Coordinating Board (Workforce Board) and the Employment Security Department (ESD) are jointly responsible for developing the State Plan for WIA Title I-B and the Wagner-Peyser Act. This two-year plan covers the period from July 1, 2005, to June 30, 2007. Workforce Board and ESD staff developed the plan using DOL's plan format (Training and Employment Guidance Notice #14-04). It describes WIA operational policies, accountability measures, and program priorities and responds to questions such as:

- What are the state's strategies for implementing demand-driven employment and training services?
- What are the state's strategies for implementing integrated, seamless service delivery through One-Stop Career Centers?
- What planning tools are available to customers to help them make informed career choices and to assist them in selecting high quality training programs?
- What are the state's service strategies to offer WIA eligible youth, including youth most in need, opportunities to succeed in secondary and postsecondary education and opportunities to qualify for high demand jobs?

The 2005-2007 State Plan for WIA Title I-B and Wagner-Peyser was written to be consistent with goals, objectives, and strategies in *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development*.

The plan includes proposed levels of performance for Program Years 2005 and 2006. These performance targets on WIA's 17 core indicators were approved by the Board on March 31, 2005, for purposes of public comment.

On April 1, 2005, the plan was posted on the Workforce Boards' website at [www.wtb.wa.gov](http://www.wtb.wa.gov). An electronic notice was sent to over 3,400 individuals and organizations encouraging public review and comment. Comments received during this process were considered in the development of the final draft plan. Board members also used the Internet to access the plan for their individual review. On May 12, 2005, Workforce Board and ESD staff will provide an overview of the plan's content and offer staff recommendations.

**Board Action Required:** Adoption of the Recommended Motion.

## **RECOMMENDED MOTION**

**WHEREAS**, The Governor designated the Workforce Training and Education Coordinating Board as the State Workforce Investment Board under the Workforce Investment Act (WIA); and

**WHEREAS**, The Workforce Training and Education Coordinating Board and the Employment Security Department are jointly responsible for developing the State Plan for WIA Title I-B and the Wagner-Peyser Act; and

**WHEREAS**, The State Plan for WIA Title I-B and Wagner-Peyser Act is an important planning and operations guide for two key programs in our state's workforce development system; and

**WHEREAS**, The 2005-2007 State Plan for WIA Title I-B and Wagner-Peyser Act has identified program goals, objectives, and strategies that are consistent with the state's strategic plan for the workforce development system; and

**WHEREAS**, The State Plan for WIA Title I-B and the Wagner-Peyser Act was broadly distributed for public comment during the month of April 2005, and comments received during this public review process were considered in the development of the final draft plan;

**NOW, THEREFORE, BE IT RESOLVED**, The Workforce Training and Education Coordinating Board recommends to the Governor the approval of the 2005-2007 State Plan for WIA Title I-B and the Wagner-Peyser Act for submission to the U.S. Department of Labor.

Tab 6



**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 103  
MAY 12, 2005**

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT  
PROGRAM YEAR 2005 FEDERAL FUNDS DISTRIBUTION**

**Background:**

The Workforce Training and Education Coordinating Board is statutorily designated as the State Board of Vocational Education (RCW 28C.18.050) and is responsible for the receipt and distribution of federal funds for career and technical and workforce education. Each year the Board adopts the federal funds distribution matrix that identifies the purposes and amounts available to implement the Carl D. Perkins Vocational and Technical Education Act. The Act contains four categories of funding: basic grants for local school and community and technical college district programs and services; state leadership activities, including non-traditional training and employment preparation and services to individuals in state institutions; administration; and Tech Prep education. There are both mandated and permissive uses of the funds.

The Consolidated Appropriations Act of 2005 contains \$1,314,350, 000 in total Perkins funding. This appropriation flows to states on a formula basis. Washington State's anticipated share is \$24,681,839 for the July 1, 2005 through June 30, 2006 program year. The flow of funds is contained in the attached Federal Funding Flow Chart. The methodology for distribution remains unchanged from the previous year and the resulting allotments are contained in the attached funding distribution matrix. A summary of explanatory information follows the draft matrix and provides additional information on levels and uses of funds by the Board and the operating agencies.

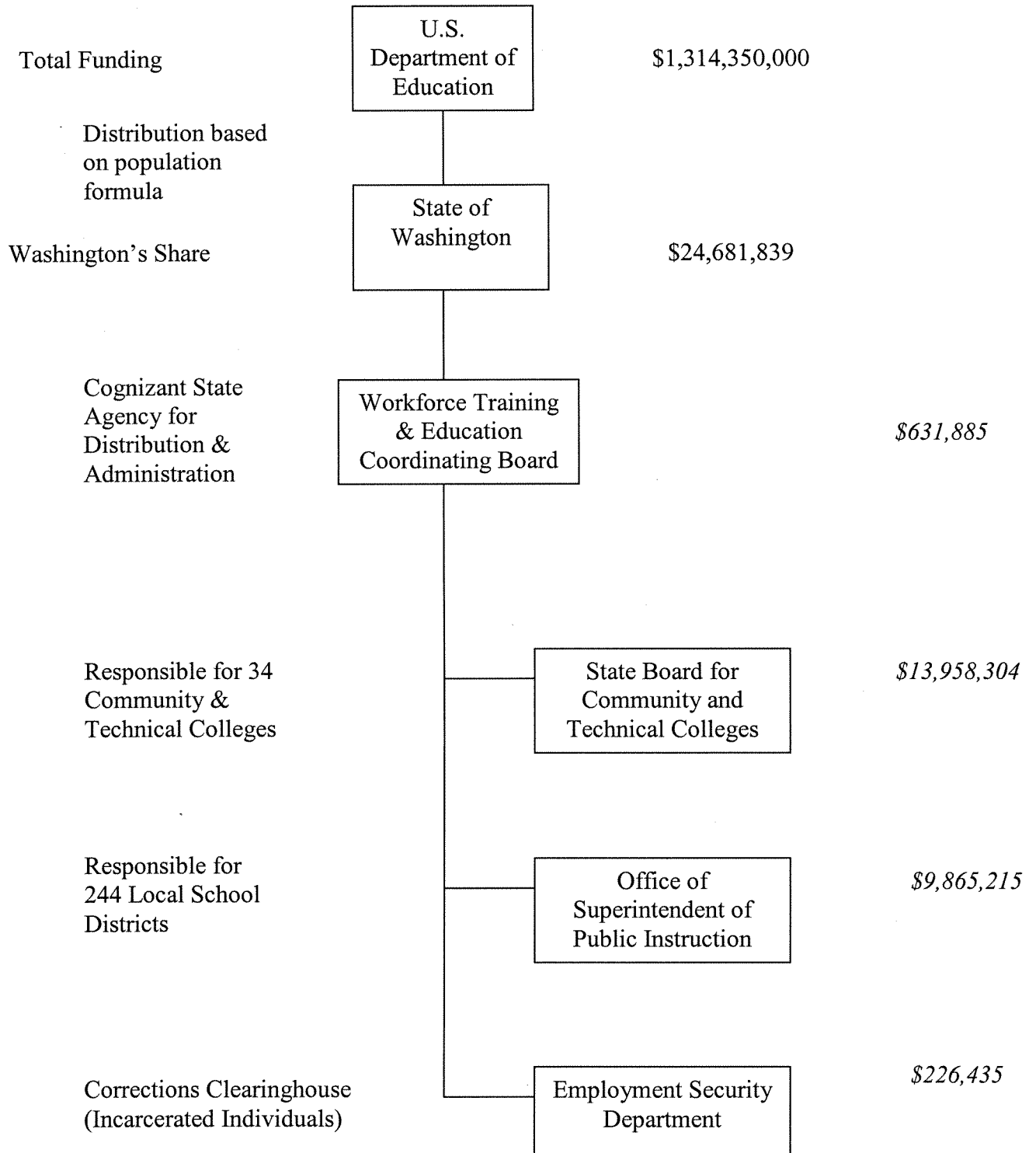
No changes are recommended for this coming year, and we expect the reauthorization of the Perkins Act later this year.

Proposed performance levels for the coming program year are included here and staff is available to discuss these proposed targets with the Board.

**Board Action Requested:** None. For discussion purposes only. Action to occur in July.

Carl D. Perkins Vocational & Technical Education Act  
Federal Funding Flow Chart

2005 Appropriation



Proposed Distribution of PY 2005  
Federal Vocational Education Funds  
July 1, 2005 – June 30, 2006

	OSPI	SBCIC	WTECB	ESD	TOTAL
<b>Title I</b>					
<b>Basic Programs</b> (Funding for Local Distributions)	<u>\$8,468,656</u>	<u>\$10,778,289</u>			\$19,246,945
Postsecondary 56% (Formula)		\$9,700,460			
Secondary 44% (Formula)	\$8,468,656				
Reserve (State Grants)		\$1,077,829			
<b>State Leadership</b> (Assessment & Research, Technology & Improved Programs, Partnership & Articulation, Special Populations & Career Guidance, Professional & Curriculum Development, & Technical Assistance)	<u>\$1,118,836</u>	<u>\$823,274</u>	<u>\$95,802</u>	<u>\$226,435</u>	\$2,264,347
State & Local Level Activities	\$1,043,836		\$95,802		
Nontraditional Services (Required)	\$75,000			\$226,435	
Institutionalized Services (Required)					
<b>Administration</b> (State Planning & Coordination, Fiscal & Audit, Reporting & Accountability, Monitoring & Evaluation, Technical Assistance)	<u>\$277,723</u>	<u>\$318,367</u>	<u>\$536,083</u>		\$1,132,173
State Match (Required)	\$277,723		\$536,083		
<b>Total</b>	<u>\$9,865,215</u>	<u>\$11,919,930</u>	<u>\$631,885</u>	<u>\$226,435</u>	<u>\$22,643,465</u>
<b>Title II</b>					
<b>Tech Prep Programs</b> (Funding for Local Distribution)		\$1,936,455			
<b>Administration</b> (Same as above)		\$101,919			
<b>Total</b>		<u>\$2,038,374</u>			<u>\$2,038,374</u>
<b>Grand Total</b>	<u>\$9,865,215</u>	<u>\$13,958,304</u>	<u>\$631,885</u>	<u>\$226,435</u>	<u>\$24,681,839</u>

**FEDERAL VOCATIONAL EDUCATION FUNDS**  
**July 1, 2005 – June 30, 2006**

**Summary of Explanatory Information**

The Carl D. Perkins Vocational and Technical Education Act includes mandated distribution of available funding as described below.

The bulk of the resources flow to the local level. Basic programs are funded at 85 percent. There are both required and allowable uses of these funds. Funds flow to local recipients (school districts and skills centers and community and technical colleges) through the Office of Superintendent of Public Instruction (OSPI) and State Board for Community and Technical Colleges (SBCTC) according to statutory formulas. The secondary/postsecondary split remains 44/56 percent. The law allows a 10 percent reserve of these funds to be exempt from the formula distribution requirements. This reserve may be used for rural areas, areas with high percentages or numbers of voc-tech students and communities negatively impacted by changes in Perkins III. For this program year, only the postsecondary system is reserving the 10 percent available to them.

State Leadership is limited to 10 percent. Each agency maintains some Leadership funds for state level staff and other costs which when combined with Administration remains unchanged from previous years and is provided to each agency using the existing distribution formula. The remaining Leadership funds are shared equally between secondary and postsecondary to fund activities either directly undertaken by the agency or distributed to local recipients for targeted purposes. Required setasides include non-traditional activities (\$150,000 equally distributed to secondary and postsecondary) and the setaside provided to the Employment Security Department, Corrections Clearinghouse for programs for incarcerated youth and adults, including preparing offenders for eventual placement into mainstream employment and mini-grants for creative innovations and staff development (\$226,435). When fully combined, OSPI receives \$1,118,836; SBCTC receives \$823,274; and the Workforce Training and Education Coordinating Board (Workforce Board) receives \$95,802. In addition to the required preparation for non-traditional training and employment activities, OSPI continues to use its Leadership funds for career and technical education program standards reform work, skills standards collaboration, promoting transition beyond high school (5 P's – career pathways, portfolios, senior project, 13<sup>th</sup> year plan, and involvement of parents). SBCTC continues to use its funding to support regional clusters work, linkages with economic development, program improvement through best practices and innovations, integration of occupational and basic skills, conference support, and the required non-traditional services. Other uses for both delivery systems include professional development, curriculum development, assessment and accountability, and student leadership organizations. The Workforce Board uses its share to publish and distribute *Where Are You Going?* and for advocacy and the promotion of career and technical education.

Administration is limited to 5 percent and requires a dollar for dollar match. Each agency uses general fund state appropriations to meet this requirement. The Workforce Board is the designated state board for vocational education and is responsible for fund distribution, overall

grant administration, including federal fiscal and programmatic reporting, evaluation and accountability activities, and liaison with the U.S. Department of Education. The Workforce Board uses an appropriate share for its work in unified planning, accountability, and system performance management activities. These include: *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*; *Workforce Training Results and Net Impact Study*; *The Gap Between Demand, Supply, and Results for Postsecondary Workforce Education*; *Demand, Supply, and Results for Secondary Career and Technical Education*; *The Workforce Development Directory*; and *Annual Progress Report to the Legislature*.

OSPI and SBCTC have responsibility for administration of their local recipients (244 local school districts and 34 community and technical colleges). This includes approval of local plans, fiscal and program compliance, monitoring, and other administrative activities.

Tech Prep programs combine two years of secondary education with two years of postsecondary education in a non-duplicative sequential course of study. SBCTC administers the programs and promotes articulation agreements between colleges and high schools in 22 Tech Prep consortia. Tech Prep includes 5 percent for administration and 95 percent for programs.

**STATE NAME: Washington State**  
**Final Agreed Upon Performance Levels (FAUPL) for Implementation Years 3, 4, 5, 6, and 7**  
**of the Carl D. Perkins Vocational and Technical Education Act of 1998**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
<b>1S1 Secondary Academic Attainment</b>	<b>Numerator:</b> Number of vocational completers who have attained a high school diploma. <b>Denominator:</b> Number of vocational completers who exited during the year.	7	B:94.13%	L: 94.13% A: 92.81%	L: 94.13% A: 94.88%	L: 94.13% A: 91.95%	L: 94.13% A: 91.83%	L: 93.21% A: N.A.	L: 91.89% AGREED
<b>1S2 Secondary Technical Attainment</b>	<b>Numerator:</b> Number of vocational completers who have attained a high school diploma. <b>Denominator:</b> Number of vocational completers who exited during the year.	6	B:94.13%	L: 94.13% A: 92.81%	L: 94.13% A: 94.88%	L: 94.13% A: 91.95%	L: 94.13% A: 91.83%	L: 93.21% A: N.A.	L: 91.89% AGREED
<b>2S1 Secondary High School Completion</b>	<b>Numerator:</b> Number of vocational completers who have attained a high school diploma. <b>Denominator:</b> Number of vocational completers who exited during the year.	1	B:94.13%	L: 94.13% A: 92.81%	L: 94.13% A: 94.88%	L: 94.13% A: 91.95%	L: 94.13% A: 91.83%	L: 93.21% A: N.A.	L: 91.89% AGREED
<b>2S2 Diploma Credential</b>	<b>Numerator:</b> Number of vocational completers who have attained a high school diploma. <b>Denominator:</b> Number of vocational completers who exited during the year.	1	B:94.13%	L: 94.13% A: 92.81%	L: 94.13% A: 94.88%	L: 94.13% A: 91.95%	L: 94.13% A: 91.83%	L: 93.21% A: N.A.	L: 91.89% AGREED
<b>3S1 Secondary Placement</b>	<b>Numerator:</b> Number of vocational completers who have either employment reported in UI wage records, enrolled in higher education, or enlistment in the military during the third post-exit quarter. <b>Denominator:</b> Number of vocational completers who exited during the year.	3	B:71.92%	L: 73.37% A: 71.92%	L: 74.10% A: 75.75%	L: 71.58% A: 74.36%	L: 71.58% A: 78.08%	L: 72.08% A: N.A.	L: 76.06% AGREED

Legend: B – Baseline Agreed Upon      L – Level of Performance Agreed Upon (Target)      A – Actual Performance Attained

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
4S1 Secondary Nontraditional Participation	Numerator: Number of students in under-represented gender groups who enrolled in a non-traditional program. Denominator: Number of students enrolled in a non-traditional program during the year.	1	B:37.28 %	L: 37.78% A: 38.50%	L: 37.78% A: 41.99%	L: 37.78% A: 37.69%	L: 37.78% A: 37.69%	L: 37.78% A: N.A.	L: 37.69% AGREED
4S2 Secondary Nontraditional Completion	Numerator: Number of vocational completers in underrepresented gender groups who completed a non-traditional program. Denominator: Number of vocational completers of non-traditional programs during the year.	1	B:32.63 %	L: 33.13% A: 38.83%	L: 33.13% A: 38.75%	L: 33.13% A: 31.47%	L: 33.13% A: 31.47%	L: 31.55% A: N.A.	L: 31.47% AGREED
5S1 Earnings of Completers	Median: Annualized earnings in Q3 after exit for those not in further education or training (Q1 2003 Dollars)	Administrative Record Exchanges/ Matching	B: \$9,501	L: \$10,080 A: \$10,613	L: \$10,382 A: \$10,613	L: \$10,694 A: \$10,424	L: \$10,529 A: \$10,233	L: \$10,634 A: N.A.	L: \$10,736 AGREED
5S2 Employer Satisfaction with Completers	Numerator: Number of employers satisfied with preparation of completers. Denominator: Number of employers completing survey.	State Developed and Administered Surveys	B:62.00 %	L: 65.00% A: 81.30%		L: 69.00% A: 81.60%		L: 80.00% A: N.A.	
5S3 Participant Satisfaction	Numerator: Number of exiters satisfied with preparation and training. Denominator: Number of participants completing survey.	State Developed and Administered Surveys	B:96.00 %	L: 95.00% A: 97.00%		L: 95.00% A: 95.70%		L: 95.00% A: N.A.	

Legend: B – Baseline Agreed Upon      L – Level of Performance Agreed Upon (Target)      A – Actual Performance Attained

**STATE NAME: Washington State**  
**Final Agreed Upon Performance Levels (FAUPL) for Implementation Years 3, 4, 5, 6, and 7**  
**of the Carl D. Perkins Vocational and Technical Education Act of 1998**  
**with Numeric Targets for 1P1 through 2P1**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
<b>1P1</b> <b>Post-Secondary Academic Attainment</b>	<b>Numerator:</b> Number of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA. <b>Denominator:</b> Washington State proposes a numeric target only, as permitted by law. Denominators are unduly influenced by the economy.	6	B: 14,544	L: 16,150 A: 18,973	L: 17,170 A: 20,889	L: 18,000 A: 22,319	L: 20,300 A: 23,692	L: 22,600 A: N.A.	L: 22,300 RECEIVED, PENDING ACCEPTANCE BY ASSISTANT SECRETARY
<b>1P2</b> <b>Post-Secondary Technical Attainment</b>	<b>Numerator:</b> Number of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA.	6	B: 14,544	L: 16,150 A: 18,973	L: 17,170 A: 20,889	L: 18,000 A: 22,319	L: 20,300 A: 23,692	L: 22,600 A: N.A.	L: 22,300 RECEIVED, PENDING ACCEPTANCE BY ASSISTANT SECRETARY
<b>2P1</b> <b>Post-Secondary Degree Credential</b>	<b>Numerator:</b> Number of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA. <b>Denominator:</b> See 1P1.	1	B: 14,544	L: 16,150 A: 18,973	L: 17,170 A: 20,889	L: 18,000 A: 22,319	L: 20,300 A: 23,692	L: 22,600 A: N.A.	L: 22,300 RECEIVED, PENDING ACCEPTANCE BY ASSISTANT SECRETARY

Legend: B – Baseline Agreed Upon      L – Level of Performance Agreed Upon (Target)      A – Actual Performance Attained



Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
<b>3P1 Post-Secondary Placement</b>	<b>Numerator:</b> Number of vocational concentrators who were either employed according to UI wage records, enrolled in higher education, or in the military during the second post-exit quarter. <b>Denominator:</b> Number of vocational concentrators who exited during the year.	3	B:75.23 %	L: 75.23% A: 76.86%	L: 75.23% A: 76.86%	L: 72.44% A: 75.06%	L: 72.44% A: 74.65%	L: 72.94% A: N.A.	L: 75.52% AGREED
<b>3P2 Post-Secondary Retention</b>	<b>Numerator:</b> Number of vocational concentrators who were either employed according to UI wage records, enrolled in higher education, or in the military during the third post-exit quarter. <b>Denominator:</b> Number of vocational concentrators who exited during the year.	3	B:74.57 %	L: 75.16% A: 76.09%	L: 75.16% A: 76.09%	L: 71.73% A: 73.69%	L: 71.73% A: 73.85%	L: 72.23% A: N.A.	L: 74.54% AGREED
<b>4P1 Post-Secondary Nontraditional Participation</b>	<b>Numerator:</b> Number of students in underrepresented gender groups who enrolled in a non-traditional program. <b>Denominator:</b> Number of vocational participants in non-traditional programs during the year.	1	B:18.29 %	L: 18.79% A: 19.28%	L: 19.29% A: 20.12%	L: 19.29% A: 20.39%	L: 19.29% A: 19.97%	L: 19.29% A: N.A.	L: 20.16% AGREED
<b>4P2 Post-Secondary Nontraditional Completion</b>	<b>Numerator:</b> Number of vocational completers in underrepresented gender groups who enrolled in a non-traditional program. <b>Denominator:</b> Number of vocational completers of non-traditional programs during the year.	1	B:17.63 %	L: 18.13% A: 18.23%	L: 18.63% A: 18.59%	L: 18.63% A: 17.55%	L: 18.63% A: 18.54%	L: 18.63% A: N.A.	L: 18.23% AGREED

Legend: B – Baseline Agreed Upon      L – Level of Performance Agreed Upon (Target)      A – Actual Performance Attained

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
5P1 Earnings of Completers	Median: Annualized earnings in Q3 after exit for those not in further education or training. (Q1 2003 Dollars)	Administrative Record Exchanges/ Matching	B:\$22,609	L: \$23,217 A: 22,894	L: \$23,914 A: 22,466	L: \$24,631 A: \$21,525	L: \$21,740 A: \$22,440	L: \$21,958 A: N.A.	L: \$22,808 A: AGREED
5P2 Employer Satisfaction with Completers	Numerator: Number of employers satisfied with preparation of completers. Denominator: Number of employers completing survey.	State Developed and Administered Surveys	B:70.00 %	L: 72.50% A: 88.10%		L: 75.00% A: 91.10%		L: 90.00% A: N.A.	
5P3 Participant Satisfaction	Numerator: Number of exiters satisfied with preparation and training. Denominator: Number of participants completing survey.	State Developed and Administered Surveys	B:91.00 %	L: 91.00% A: 91.80%		L: 91.00% A: 87.20%		L: 91.00% A: N.A.	

Legend: B – Baseline Agreed Upon      L – Level of Performance Agreed Upon (Target)      A – Actual Performance Attained

Tab 7

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 103  
May 12, 2005**

**WORKFORCE BOARD OPERATING BUDGET**

**Background:**

In August of 2004, the Board adopted the agency's 2005-2007 biennial budget submittal containing its strategic plan and appropriations for FY 2006 and FY 2007. At this meeting, the Board will review and discuss the operating budget for FY 2006.

The agency's operating budget is guided by the goals, objectives, and strategies contained in its strategic plan. The seven goals in the plan have measurable outcomes and objectives with corresponding strategies. These strategies represent the agency's work plan and resources are aligned to address them. The operating budget defines the categories of anticipated expenditures necessary to accomplish this work. The strategic plan for 2005-2006 is included as Appendix 1. A summary of programs provides a quick reference to the relationship of budgeted programs to the goals, objectives, and strategies of the agency strategic plan and identifies the agency's total resources and specific resource for each program. The Agency Source of Funds and Operating Budget Sheet for FY 2006 follows the Program Summary.

Appendix 2 contains a comparison by program for FY 2005 and FY 2006 of the major cost categories including salaries, fringe benefits, goods and services, travel, contracts, and grants.

**Board Action Requested:** None. For discussion only. Action to occur in July.

## **Workforce Training and Education Coordinating Board Program Summary**

### **ALL PROGRAMS - \$28,348,233**

- Achieve the goals, objectives, and strategies contained in the agency's Strategic Plan for 2005-2007.
- Provide for leadership, coordination, and implementation of the goals, objectives, and strategies in Washington's Strategic Plan for Workforce Development.

### **WORKFORCE POLICY - \$1,080,646**

- Address the content and timelines of statutory requirements in RCW 28C.18; activities identified in the Governor's Office Memorandum of March 9, 1999; and direction provided in Executive Order 99-02.
- Provide policy analysis and advice at the national, state, and local levels for workforce issues, including career and technical education.
- Lead development of a performance management system that results in continuous quality improvement, including required accountability for state and federal programs.
- Match the Carl Perkins administrative requirements while contributing to the workforce training and education system as a whole.

### **PRIVATE VOCATIONAL SCHOOLS ACT - \$177,164**

- Administer an effective and efficient licensing system for private vocational schools, including pre-license technical assistance and electronic license filing.
- Investigate and resolve student concerns and complaints.
- Provide staff support to the Private Vocational School Advisory Committee.
- Collaborate and coordinate with the U.S. Department of Education, Washington Federation of Private Career Schools, federal and state agencies, and others involved in licensing activities.
- Support the role of private career schools within the workforce development system.

### **TUITION RECOVERY TRUST FUND - \$32,810**

- Administer a tuition guaranty fund for students enrolled in private vocational schools.

**CARL PERKINS VOCATIONAL EDUCATION - \$24,681,839**

- Administer and provide state leadership for activities required and allowed by the Carl Perkins Act of 1998, including programmatic and fiscal responsibilities as the sole state agency.
- Provide opportunities to promote and foster the relationship between Carl Perkins programs and activities and the larger workforce training and education system in the area of planning, coordination, and evaluation.
- Lead and support the promotion of partnerships among business, education, industry, labor, community-based organizations, and government.
- Integrate and coordinate with other federal acts including, but not limited to, the Workforce Investment Act.

**VETERANS COURSE APPROVAL - \$178,584**

- Administer an effective and efficient program of approving occupational courses and programs for veterans and their beneficiaries.
- Coordinate activities with the U.S. Department of Veterans Affairs, the National Association of State Approving Agencies, the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, and others.
- Investigate and resolve occupational education-related veterans' concerns and complaints.

**WORKFORCE INVESTMENT ACT - \$2,230,000**

- Conduct on-going planning and coordinating activities identified in the state's Workforce Development Plan including strategic and technical support to local workforce development councils.
- Implement evaluation and accountability activities and technical assistance efforts associated with meeting the performance measurement requirements of state and federal laws for workforce development.
- Promote and assist with Economic Development/Cluster Strategy using Industry Skill Panels.
- Support the activities of the Board as it carries out its role as the state Workforce Investment Board.
- Implement elements of statewide infrastructure including maintenance of Eligible Training Provider List and Job Training Results web-based reporting.
- Support the recommendations of the Health Care Personnel Shortage Task Force.

# WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

## Agency Source of Funds and Operating Budget July 1, 2005 – June 30, 2006

### Source of Funds For Budget

General Fund – State Appropriation	1,225,000
Tuition Recovery Trust Fund (State)	32,810
General Fund – Federal Appropriation	24,860,423
Interagency Contract (Federal – WIA)	<u>2,230,000</u>
Total Funds Available	\$28,348,233

### Operating Budget by Cost Category

	Total
Staff	28.0
Salaries	1,593,450
Benefits	346,501
Goods & Services (i.e., rent, utilities, service agency costs, etc.)	537,600
Travel	87,728
Contracts (i.e., evaluation, conference support, etc.)	1,053,000
Grants (i.e., OSPI, SBCTC, ESD, Skill Panels)	<u>24,729,954</u>
Total Budget	\$28,348,233

**WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD**

**Agency Source of Funds and Operating Budget  
Detailed Comparison by Program**

**Source of Funds for Budget**

	FY 2005	FY 2006
General Fund – State Appropriation	1,636,000	1,225,000 <sup>(1)</sup>
Tuition Recovery Trust Fund (State)	32,810	32,810
General Fund – Federal Appropriation	24,857,894	24,860,423 <sup>(2)</sup>
Interagency Contract (Federal – WIA)	<u>1,630,000</u>	<u>2,230,000 <sup>(3)</sup></u>
<b>Total Funds Available</b>	<b>28,157,304</b>	<b>28,348,233</b>

**Budget by Program**

	Workforce Policy		Private Schools/TRTF		Carl Perkins Voc Ed		Vets Course Approval		Workforce Investment Act		Total	
	FY 2005	FY 2006	FY 2005	FY 2006	FY 2005	FY 2006	FY 2005	FY 2006	FY 2005	FY 2006	FY 2005	FY 2006
Staff	10.0	9.3	2.0	2.0	6.2	6.0	1.8	1.8	8.0	8.9	28.00 <sup>(4)</sup>	28.00 <sup>(4)</sup>
Salaries	570,613	533,914	99,745	102,901	330,675	335,301	92,113	95,025	448,668	526,309	1,541,814 <sup>(4)</sup>	1,593,450 <sup>(4)</sup>
Benefits	113,894	115,107	21,448	23,781	68,067	74,060	19,515	21,621	90,234	111,932	313,158 <sup>(4)</sup>	346,501 <sup>(4)</sup>
Goods & Services	172,000	178,560	34,400	38,400	106,640	115,200	30,960	34,560	137,600	170,880	481,600 <sup>(5)</sup>	537,600 <sup>(5)</sup>
Travel	21,260	23,065	11,050	12,082	26,503	27,324	6,806	9,378	13,498	15,879	79,117	87,728
Contracts	140,000	230,0000	-0-	-0-	100,000	80,000	30,000	18,000	260,000	725,000	530,000 <sup>(6)</sup>	1,053,000 <sup>(6)</sup>
Grants	485,000	-0-	-0-	-0-	24,046,615	24,049,954	-0-	-0-	680,000	680,000	25,211,615 <sup>(7)</sup>	24,729,954 <sup>(7)</sup>
<b>TOTAL</b>	<b>1,502,767</b>	<b>1,080,646</b>	<b>166,643</b>	<b>177,164</b>	<b>24,678,500</b>	<b>24,681,839</b>	<b>179,394</b>	<b>178,584</b>	<b>1,630,000</b>	<b>2,230,000</b>	<b>28,157,304</b>	<b>28,348,233</b>



Notes to Source of Funds:

- (1) General Fund – State Appropriation includes funding for Workforce Policy activities and administration of the Private Vocational Schools Act. Workforce Policy includes required match for state administration of the Carl Perkins Act. The FY 2006 level of \$1,225,000 includes state employees salary increases effective in July and September, and the elimination of INTEC (\$485,000).
- (2) General Fund – Federal Appropriation includes funding for Carl Perkins Act administration and leadership activities and administration of the Veterans Act Course Approval Program. FY 2006 reflects an increase of \$3,339 in Perkins funds and a slight decrease of \$810 in Veterans Act funding.
- (3) Interagency Contract includes funding for the Workforce Investment Act activities provided by the Employment Security Department. FY 2006 reflects an increase of \$600,000 in Workforce Investment Act funds to conduct the net impact and benefit/cost evaluation; participant and employer survey work; and improvements to the Eligible Training Provider List website.

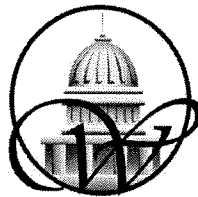
Notes to Proposed Budget:

- (4) Current FTE staff levels and salaries and benefits appear fully funded in the budget.
- (5) Goods and Services include: rentals/leases, printing, communication, supplies, equipment, training, and state agency services (financial, audit, information services, attorney general, personnel, etc.)
- (6) Contracts include: assessment, evaluation, and accountability services; survey work; conference support; health care, and other partnership development efforts.
- (7) Grants include Perkins funds to the Office of Superintendent of Public Instruction (local school districts), the State Board for Community and Technical Colleges (community/technical colleges), and the Employment Security Department (offender programs); and Workforce Investment Act funds for Skill Panels.



Workforce Training and Education  
Coordinating Board

***STRATEGIC PLAN***  
***2005-2007***



Workforce Training and Education Coordinating Board  
128 10th Avenue SW  
PO Box 43105  
Olympia, WA 98504-3105  
(360) 753-5662  
FAX (360) 586-5862  
<http://www.wtb.wa.gov>  
Email: [wtecb@wtb.wa.gov](mailto:wtecb@wtb.wa.gov)



## **Our Vision**

Washington's Workforce Training and Education Coordinating Board is an active and effective partnership of labor, business, and government leaders guiding the best workforce development system in the world.

## **Our Mission**

We shape strategies to create and sustain a high skill, high wage economy.

To fulfill this Mission, the Board will:

- Advise the Governor, Legislature, and other policymakers on workforce development policy and innovative practice.
- Promote a seamless workforce development system that anticipates and meets the lifelong learning and employment needs of our current and future workforce.
- Advocate for the training and education needed for success in the 75-80 percent of jobs that do not require a baccalaureate degree.
- Ensure quality and accountability by evaluating results, and supporting high standards and continuous improvement.

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

## **Our Goals**

### **System Building:**

We will achieve meaningful results in building a comprehensive, customer-friendly, and efficient workforce development system.

### **Partnership Building:**

We will achieve meaningful results in bringing together the public and private sectors, as well as state and local partners, to address our state's workforce development needs.

### **Advocacy/Awareness:**

We will spur personal commitment to lifelong learning and public recognition and investment by visible advocacy for a skilled workforce.

### **Policy Innovation:**

We will craft recommendations on innovations in workforce development policies and practices at state and federal levels and foster their implementation.

### **Customer Service:**

We will provide services, products, and information that are valued by our customers.

### **Internal Business Process:**

We will continuously improve the quality and efficiency of our organization.

### **Human Resources:**

We will develop and sustain a work environment that attracts, recognizes, retains, and develops our employees.

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

## Goals, Objectives, and Strategies

### GOAL 1 – System Building

*We will achieve meaningful results in building a comprehensive, customer-friendly, and efficient workforce development system.*

**Outcome Measure:** Workforce system partners' assessment of progress in system building.

**Objective 1A.** Update and Implement *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
1A-1	Update <i>High Skills, High Wages</i> . <b>S</b>	✓	
1A-2	Review operating agencies' plans for consistency with <i>High Skills, High Wages</i> . <b>S</b>	✓	
1A-3	Make recommendations on state operating agencies' budget and policy requests with regard to consistency with <i>High Skills, High Wages</i> . <b>S</b>	✓	✓
1A-4	Use federal funds to accomplish the goals of <i>High Skills, High Wages</i> . <b>F</b>	✓	✓
1A-5	Provide Annual Report to the Legislature on progress on <i>High Skills, High Wages</i> . <b>S</b>	✓	✓

**Objective 1B.** Maintain and improve performance management system for workforce development.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
1B-1	Prepare and disseminate WIA Title 1B quarterly reports. <b>F</b>	✓	✓
1B-2	Prepare and disseminate WIA Title 1B annual report. <b>F</b>	✓	✓
1B-3	Prepare Carl Perkins annual report (performance section). <b>F</b>	✓	✓
1B-4	Compute, analyze and publish <i>Workforce Training Results 2006</i> . <b>S</b>		✓
1B-5	Negotiate Perkins performance levels with Department of Education. <b>F</b>	✓	✓
1B-6	Negotiate WIA Title 1 performance levels with Department of Labor. <b>F</b>	✓	✓
1B-7	Set policy for and manage the Eligible Training Provider List performance standards. <b>S, F</b>	✓	✓
1B-8	Measure and set targets for the results of the WorkSource system. <b>S</b>	✓	✓
1B-9	Update regression models that mathematically estimate the effect of economic and demographic changes on the program outcomes. <b>F</b>	✓	✓
1B-10	Determine WIA incentive allocations. <b>F</b>	✓	✓
1B-11	Measure <i>High Skills, High Wages</i> Performance Measures. <b>S</b>	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
1B-12	Conduct special research projects.	✓	✓
1B-13	Incorporate additional programs into the performance management system. <b>S</b>	✓	
1B-14	Lead the national Integrated Performance Information project. <b>H</b>	✓	

**Objective 1C.** Facilitate career and educational pathways.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
1C-1	Help to develop local community-school partnerships that plan and implement dropout prevention and retrieval initiatives for “at-risk” youth, including effective after school hours and summer programs. <b>H</b>	✓	✓
1C-2	Help ensure all youth are aware of the link between learning and employment, and their career options including high wage, high demand occupations, and non-traditional occupations. <b>H</b>	✓	✓
1C-3	Help to improve communication and collaboration among workforce development youth partners. <b>H</b>	✓	✓
1C-4	Develop and promote career guidance activities and programs to assist students to make informed career choices.	✓	✓
1C-5	Update and publish <i>Where Are You Going? A Guide to Careers and Occupations in Washington State</i> .	✓	✓
1C-6	Help to improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for transfer and articulation, and increasing the availability of applied degrees. <b>S, H</b>	✓	✓
1C-7	Help to partner with industries to provide facilities, faculty, and equipment in high wage, high demand fields. <b>H</b>	✓	✓
1C-8	Promote the deployment of industry skill standards throughout education and industry.	✓	✓
1C-9	Help highlight and replicate best practices from around the state and nation in career and technical education. <b>H</b>	✓	✓
1C-10	Support the development of competency-based education and training programs, and modular curricula and assessments that are linked to industry skill standards. <b>H</b>	✓	✓
1C-11	Help to increase mentor and work-based learning opportunities for all students, and integrate these opportunities with students’ individual career plans. <b>H</b>	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.



	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
1C-12	Support the expansion of apprenticeship training in emerging fields and expand preparation programs for apprenticeship in high demand clusters including construction. <b>S, H</b>	✓	✓
1C-13	Coordinate state's involvement in Career Clusters Initiative.	✓	✓
1C-14	Coordinate state's involvement in Workplace Readiness Credential project.	✓	✓
1C-15	Initiate and support outreach activities to veterans to smooth access to educational institutions and facilitate recognition of skills attained in the military.	✓	✓

**Objective 1D.** Support excellence in WorkSource Career Development Centers.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
1D-1	Help to respond to the needs of business customers and implement coordinated strategies among WorkSource partners. <b>H</b>	✓	✓
1D-2	Help to improve customer service by collecting and using customer feedback, providing electronic services, and sharing information on customer service best practices. <b>H</b>	✓	✓
1D-3	Help to enhance the statewide information system (SKIES) for case management that is shared by WorkSource partners. <b>H</b>	✓	✓
1D-4	Help to maintain and continue to develop systems to track and report core WorkSource services. <b>H</b>	✓	✓
1D-5	Help to find financial resources to sustain the WorkSource delivery system infrastructure. <b>H</b>	✓	✓
1D-6	Help to provide individuals with disabilities with equal opportunities to benefit from WorkSource services. <b>H</b>	✓	✓
1D-7	Help to continue outreach and capacity building activities with partners, including tribes and community-based organizations, to ensure involvement of targeted populations within the WorkSource system. <b>H</b>	✓	✓
1D-8	Encourage diversity among the membership of local Workforce Development Councils and WorkSource staff to reflect the diversity of our communities. <b>H</b>	✓	✓
1D-9	Encourage WorkSource Centers to expand services to key economic sectors in their communities.	✓	✓

**Objective 1E.** Maintain and disseminate information on workforce development programs.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
1E-1	Maintain the <i>Workforce Development Directory</i> . <b>S</b>	✓	
1E-2	Promote and update <a href="http://www.jobtrainingresults.org">www.jobtrainingresults.org</a> . <b>S, F</b>	✓	✓
1E-3	Promote and update <a href="http://www.wtb.wa.gov/etp/">www.wtb.wa.gov/etp/</a> . <b>S, F</b>	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

## GOAL 2 – Partnership Building

*We will achieve meaningful results in bringing together the public and private sectors, as well as state and local partners, to address our state's workforce development needs.*

**Outcome Measure:** Key workforce development system partners' assessment of effectiveness/contribution in partnering with them to meet local and state goals.

**Objective 2A.** Support business and labor leadership for the workforce development system.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
2A-1	Enable statewide business and labor organizations' leadership for the workforce development system.	✓	✓
2A-2	Work with business, labor, and trade associations to help them meet their workforce needs.	✓	✓

**Objective 2B.** Provide state leadership and support to Workforce Development Councils and Chief Local Elected Officials.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
2B-1	Assist Workforce Development Councils in updating their strategic plans in alignment with <i>High Skills, High Wages</i> . <b>S</b>		✓
2B-2	Assist Workforce Development Councils as they implement their local strategic plans.	✓	✓
2B-3	In collaboration with the Employment Security Department, provide assistance and resources for successful implementation of Workforce Investment Act amendments.	✓	✓
2B-4	Facilitate opportunities for meaningful Workforce Development Council and Local Elected Official engagement on workforce development issues with the Workforce Board and other state level agencies.	✓	✓
2B-5	Negotiate local performance targets for WIA Title 1B. <b>F</b>	✓	
2B-6	Negotiate local performance targets for WorkSource. <b>H</b>		✓
2B-7	Facilitate recertification of local councils. <b>F</b>	✓	
2B-8	In collaboration with the Employment Security Department, provide assistance and support to foster successful Workforce Development Council Youth Councils as they improve outcomes for at risk youth.	✓	✓
2B-9	Systematically identify and promote resources that can add value to state and local workforce system development efforts.	✓	✓
2B-10	Provide Workforce Development Councils with local area information from Workforce Board research.	✓	✓
2B-11	Encourage diversity among the membership of local Workforce Development Councils. <b>H</b>	✓	

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

**Objective 2C.** Coordinate workforce development with economic development.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
2C-1	Create and enhance industry skill panels, especially in high demand economic clusters such as health care and information technology. <b>H</b>	✓	✓
2C-2	Support targeting of workforce development in high demand economic clusters. <b>S, H</b>	✓	✓
2C-3	Increase publicly supported customized incumbent worker training, and provide incentives to both employers and employees for this type of training. <b>H</b>	✓	✓
2C-4	Help support the provision of high quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities, especially in high demand clusters such as health care and information technology. <b>H</b>	✓	✓
2C-5	Support 12 health care skill panels through technical assistance, and aggregate field information for the Health Care Personnel Shortage Task Force.	✓	✓
2C-6	Explore continuing resources for skill panels from both public and private sources.	✓	✓

**Objective 2D.** Provide state leadership and support to private career schools.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
2D-1	Administer the Private Career School Act in a manner that promotes private-public partnerships. <b>S</b>	✓	✓
2D-2	Engage the Private Vocational School Advisory Committee to ensure private career school involvement in the workforce development system. <b>S</b>	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

### GOAL 3 – Advocacy/Awareness

*We will spur personal commitment to lifelong learning and public recognition and investment by visible advocacy for a skilled workforce.*

**Outcome Measure:** Increase the number of young people who enroll in postsecondary vocational-technical education programs.

**Objective 3A.** Increase public awareness regarding the benefits and initiatives of the workforce development system.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
3A-1	Convene an interagency collaborative to market key workforce development messages.	✓	✓
3A-2	Update the Secondary Gap Analysis (Supply, Demand and Results) and promote its findings. <b>S</b>	✓	
3A-3	Update the Postsecondary Gap Analysis (Supply, Demand and Results) and promote its findings. <b>S</b>	✓	
3A-4	Help to expand partnerships with industries to market their career opportunities to youth and their parents. <b>S, H</b>	✓	✓
3A-5	Implement agency marketing plan to advocate for a skilled workforce. <b>S</b>	✓	✓
3A-6	Promote the benefits of career and technical education in helping young people meet higher standards and expectations in high school and in preparing them for careers and further education.	✓	✓
3A-7	Administer and promote the Washington Award for Vocational Excellence. <b>S</b>	✓	✓
3A-8	Conduct the employer survey and promote its findings. <b>S</b>	✓	
3A-9	Host conference for workforce development leaders to promote innovation and “best practices,” facilitate engagement in federal and state policy development, and foster partnerships.	✓	✓
3A-10	Continue to raise public awareness of the high school drop out rate, its consequences, and effective methods of reduction.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.

## GOAL 4 – Policy Innovation

*We will craft recommendations on innovations in workforce development policies and practices at state and federal levels and foster their implementation.*

**Outcome Measure:** K-12 policies are adopted that promote career pathways for youth.

**Outcome Measure:** Number of students that complete postsecondary vocational-technical education programs.

**Objective 4A.** Develop recommendations and influence state and federal policies to advance the four goals in *High Skills, High Wages*.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
4A-1	Develop and advocate policies that promote career pathways for youth. <b>S</b>	✓	✓
4A-2	Develop and advocate policies that reduce the gap in the supply of postsecondary vocational training, including new programs, increased student enrollments and worker retraining, especially in high demand clusters. <b>S, H</b>	✓	✓
4A-3	Develop and advocate policies to coordinate workforce and economic development initiatives and programs.	✓	✓
4A-4	Develop and advocate policies that serve incumbent and dislocated workers, including a coherent, flexible, and accessible dislocated worker strategy. <b>S, H</b>	✓	✓
4A-5	Develop and advocate policies for wage progression, including and especially programs with demonstrated success, increased training opportunities and financial incentives for training. <b>S, H</b>	✓	✓
4A-6	Continue developing accountability and program improvement mechanisms for increasing employment and earnings for target populations. <b>H</b>	✓	✓
4A-7	Develop and advocate policies that promote workforce system integration. <b>H</b>	✓	✓
4A-8	Join partner agencies in fulfilling the requirements of Senate Joint Memorial 8014 on employment and training services for disabled persons. <b>S</b>	✓	✓
4A-9	Convene work groups on emerging issues.	✓	✓
4A-10	Convene Health Care Personnel Shortage Task Force and report progress on implementing its plan, <i>Crisis or Opportunity?</i>	✓	✓
4A-11	Develop and advocate policies on emerging federal issues. <b>S</b>	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.

**Objective 4B.** Advise the Governor and Legislature on implementation of new federal workforce development policies.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
4B-1	Advise the Governor and the Legislature on integrating the amendments to the reauthorized Workforce Investment Act into the state's workforce development system. F, S	✓	
4B-2	Advise the Governor and the Legislature on integrating the amendments to the reauthorized Carl Perkins Act into the state's workforce development system. F, S	✓	

## **GOAL 5 – Customer Service**

*We will provide services, products, and information that are valued by our customers.*

**Outcome Measure:** Results from customer satisfaction surveys.

**Objective 5A.** Understand customer requirements and expectations in order to improve products and services.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
5A-1	Design and implement meaningful customer involvement and feedback in our processes.	✓	✓
5A-2	Make improvements in products and services as identified through customer feedback.	✓	✓
5A-3	Strengthen customer awareness and consumer protection activities in the Private Vocational Schools Act and Veterans' approval programs.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

## **GOAL 6 – Internal Business Process/Financial**

*We will continuously improve the quality and efficiency of our organization.*

**Outcome Measure:** Score on agency annual self-assessment.

**Objective 6A.** Improve categories on the agency self-assessment.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
6A-1	Conduct annual agency self-assessment using Baldrige criteria and develop and implement improvement plan.	✓	✓
6A-2	Identify and implement opportunities for streamlining agency business processes.	✓	✓
6A-3	Regularly update Balanced Scorecard measures and review results.	✓	✓

**Objective 6B.** Align agency resources with priorities of the Board.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
6B-1	Use the Workforce Board annual retreat to establish key annual priorities.	✓	✓
6B-2	Use Performance Agreements to identify individual work assignments, to recognize accomplishments, and to effect employee development.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.

## GOAL 7 – Human Resources

*We will develop and sustain a work environment that attracts, recognizes, retains, and develops our employees.*

**Outcome Measure:** Score on annual employee survey.

**Objective 7A.** Ensure that staff have the information, training, and tools needed to do their jobs well and to develop their career potential.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
7A-1	Identify opportunities to enhance staff professional development.	✓	✓
7A-2	Support annual All Staff Institute.	✓	✓

**Objective 7B.** Continue to improve employee satisfaction.

	<b>Strategies</b>	<b>05-06</b>	<b>06-07</b>
7B-1	Identify and act on opportunities to improve employee satisfaction.	✓	✓
7B-2	Communicate the provisions and impacts of Civil Service Reform.	✓	✓
7B-3	Ensure that the workplace environment is clean, safe, and efficient.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.  
F = Strategy to meet federal requirement.  
H = Assigned in “High Skills, High Wages” 2004.